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## Survey of education of Aboriginal children in selected Western Australian schools : (preliminary survey)

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**A**  
**Survey**  
**of**  
**ABORIGINAL EDUCATION**  
**in**  
**Selected**  
**Western Australian Schools**

GRAYLANDS TEACHERS COLLEGE

SURVEY

of

EDUCATION OF ABORIGINAL CHILDREN

in

SELECTED WESTERN AUSTRALIAN SCHOOLS

(PRELIMINARY SURVEY)

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THE TEACHING OF ABORIGINAL CHILDREN.Abstract.

Information was sought late in 1972 about problems encountered by teachers in schools with a fairly high proportion of Aboriginal children. For this purpose a questionnaire was designed to elicit information about the school situation, the surrounding community, enrolment, age and experience of the teaching staff and actual pedagogical problems encountered and methods of dealing with them. Another principle aim was to ascertain the extent to which the curriculum had been adapted to local situations and to determine what implications this might have for pre-service and in-service training.

This preliminary report outlines some of the findings of the survey. Conclusions are necessarily tentative at this early stage as it became increasingly obvious as the results were tabulated that there was need for further and more detailed analysis of particular findings.

The survey questionnaire sought information in the following general areas:

Teachers: their age, sex and teaching experience.

Schools: their location, type and enrolment.

Educational Policies: their nature, comprehension, perceived effectiveness, and adaptation in the field situation.

Training of Teachers: whether there is need for specialized training either in pre-service or in-service training.

Pedagogical Problems: those encountered in the actual school situation and methods of dealing with them.

The Aboriginal in the Community: his opportunities, aspirations, economic assimilation and associated problems.

The questionnaire was directed to schools in the following regions of the State: (1) Kimberleys, (2) The North West, (3) The Eastern Goldfields, and (4) The Great Southern. It is clear from the actual schools included in the overall survey that, while they may not form a representative sample, they do represent the general problems encountered in teaching Aboriginal children.

An endeavour was made to summarise and make relevant comments on the information elicited from the questionnaire. The actual tables and comments upon which the summary findings were based have been attached as appendices arranged in order of topics discussed in the main text. The final section of this report is the questionnaire itself which demonstrates in more detail the purpose of the survey and the type of questions employed. It was generally through the use of open-ended questions that new insights into the problems encountered in teaching Aboriginal children were gained.

SUMMARY FINDINGS.I. Profile of Teachers.

Approximately half the teachers who responded to the questionnaire were under the age of 26. Further, about 75 per cent of the respondents were between the ages of 19 and 35. Although the teachers were relatively young, the majority were not inexperienced. There were 20 to 25 per cent who had taught for less than one year (with the exception of 44 per cent of the teachers from the Eastern Goldfields who had taught for less than one year).<sup>1</sup> There were slightly more females than males among the respondents with the percentage of female teachers being highest in the large schools located in towns.

<sup>1</sup>Statistics from the Eastern Goldfields should be regarded with caution for the percentages are based on responses of only 9 teachers and 4 schools and may not be statistically significant.

## I. Profile of Teachers (Contd.)

About a fifth of the respondents were headmasters. The majority of respondents (both teachers and headmasters) had taught for at least five years or more. Most had taught either composite classes or the junior primary grades with a smaller proportion of respondents responsible exclusively for the middle and upper primary grades.

In sum, most of the teachers were young, with between 1-10 years' experience and in charge of the junior primary grades.

## II. School and Its Surrounding Community

### 1. Type and Location of Schools Sampled:

All of the schools sampled from the North West and the Great Southern regions were situated in towns. In contrast, the majority of schools in the Eastern Goldfields were on missions (again a note of caution must be raised in light of the low rate of response from this area where only 9 teachers returned questionnaires from four schools). The schools in the Kimberley were fairly well distributed between mission, station and town locations.

### 2. Educational Facilities for Aborigines in the Community:

Responses suggested that pre-school facilities were available in most centres. Although Commonwealth Government paid fees for Aboriginal children and 'home makers' have tried to improve attendance, it was still low in most areas. There were some communities that were still lacking kindergarten and other pre-school facilities.

The provision of educational programmes for Adult Aborigines is an area which needs to be researched. According to the respondents, there was an appalling underutilization of adult programmes, particularly in the North West. There needs to be an investigation into why facilities provided are not utilized.

## III. Opinions concerning In-Service Educational Policies

### 1. Knowledge of Policies and Need for Changes:

The majority of teachers responded that they understood some but not all the Education Department's current policies concerning Aboriginal education. The existing confusion was apparently due to the overlapping functions of different Commonwealth and State Government Departments involved in Aboriginal education. Most of the teachers felt that new government policies on Aboriginal education were needed.

There was not much confusion about school guidelines. These were often established by the staff itself and changed when necessary to meet prevailing conditions. Teachers responded that they were informed of school policy via staff meetings, discussions with the headmaster and written school policy and staff information sheets.

One policy that the teachers were asked to comment on was the length of teaching service that should be required for teaching in a predominantly Aboriginal school. Eighty per cent of the teachers felt that a two year minimum limit should be set for both headmasters and assistants. Several teachers raised the point that two years could be too long for unsuitable teachers. Others felt that greater inducement should be offered to suitable teachers to encourage longer periods of service beyond a two year minimum. With the exception of teachers in the Kimberleys, the majority of respondents were against a maximum time limit. Forty-five per cent of the teachers in the Kimberleys suggested that a maximum time limit should be set but the length of time would vary depending on the position of the teacher and location of school.

### 2. Adaptation of Curriculum:

Most teachers believed the present curriculum contained an adequate source of learning experiences for Aboriginal children. However, at the same time the majority expressed the desire to adapt the curriculum to local situations. The subject areas in which they felt most adaptation was needed were English language studies, social studies, and mathematics. They responded that generally teachers do adapt curriculum content for Aboriginal children but that special training was needed to carry out more effective adaptation of the curriculum. They did recognize that a special curriculum for all Aboriginal children would not be

## 2. Adaptation of Curriculum (Contd.):

practical since there was such a wide variation in Aboriginal cultures throughout the State. It was mentioned that special curricula suitable in Gnowangerup in the Great Southern could be totally unsuitable for Aboriginal children located in the North West.

Several questions dealt with the Project Courses which have just recently been introduced at the secondary level to teach pre-vocational skills. Response to these questions was low since few schools have actually begun to teach the courses. From the limited reactions to the Project Courses it appeared that they have been fairly successful. Thirteen headmasters responded that they had been effective in achieving vocational skills. However, six headmasters of other schools felt they had not been very effective or were uncertain of their effectiveness. Some headmasters commented that more specialised training of teachers was needed. They also mentioned that the courses suffered from lack of equipment and from inadequate supervision.

## 3. Overlapping of Staff:

The majority response of teachers was that overlapping of staff was highly desirable. It was thought to be a good idea to have some discussion with previous teachers. However, often there was limited accommodation at the school which created practical problems when overlapping staff.

## 4. In-Service Training Course for Teachers of Aboriginal Children:

Most of the teachers had never attended an in-service course dealing with Aboriginal children. This was a significant fact revealed by this survey. Those who had attended an in-service course (less than 15 per cent) felt that the practical aspects of teaching methods and accounts of actual experiences were the most valuable parts of the course. They suggested that more lectures and discussions by experienced teachers and Aboriginal leaders should be added to future courses. They also believed that in-service programmes should have more of a sociological and anthropological basis.

In response to a question concerning the relevance of the 1971 In-Service Book for Teachers of Aboriginal Children, a large percentage of the teachers remarked that they had not even seen the book. Of those who had seen the book, most felt it had relevant information for their teaching situation. The following articles were seen as the most helpful: "Oral English" by R. Oliver, Accounts of 1st-hand experience, "Social and Cultural Change-- Aboriginal Australians" by C. Makin, "Teaching English in Schools for Aboriginal Pupils" by J. Quinn, and "Objectives for Teachers of Aboriginal Pupils" by S. Palmer. Many of the other articles were mentioned as being helpful which suggests that the overall content of the book was relevant and needs to be distributed to all teachers of Aboriginal children. There were requests for more information on discipline problems, Aboriginal health, housing, prejudice, how to adapt curriculum and practical ideas and aids suitable for Aboriginal pupils.

## 5. Planning:

### (a) Planning at the Education Department Level:

Responses to a general question about planning for Aboriginal education were varied and fell into four main areas as follows:

#### (i) Material Assistance - School Level

- More finance needed to counter lack of P & C.
- Supply of equipment based on research into special needs.
- Quicker supply of necessary material.
- Supply of simple workbooks for reading, phonics, maths.
- Simple reading series related to children's needs.
- Department needs to recognise need to provide facilities to meet needs of Aborigines.
- Special readiness material needed.
- More sport and P/E equipment needed.
- More camp school opportunities.

#### (ii) Advisory Assistance - Teaching & Techniques.

- In-Service Conferences needed by all.
- Regional In-Service Conferences.
- Special Curriculum for Aboriginal children.
- Guidance Officers to plan remedial teaching.
- Appoint advisory superintendents or teachers in Aboriginal education.

5. Planning: Advisory Assistance - Teaching & Techniques (Contd.).

Encourage teachers to adapt curriculum to meet Aboriginal needs.  
 Reduce superintendent load to enable more advisory visits.  
 Develop more project type courses--extend into primary school.  
 More realistic approach to planning of courses. Base planning on experience.

(iii) Facilities for Aboriginal Children and Adults.

More action needed to meet needs of Aborigines.  
 More pre-schools.  
 More hostels.  
 Better housing for Aborigines.

(iv) Staff

Avoid appointing teachers fresh from teachers college.  
 Need smaller pupil-teacher ratio.  
 More careful selection of staff.  
 Greater promotional opportunities for Headmasters of Special Native schools.

(b) Planning at School Level.

Once again responses were numerous and varied and appeared to fall into four main categories as follows:

(i) Courses - Curricula - Methods.

Special classes for Aboriginal children.  
 Study in vernacular (and teaching).  
 Schools should have authority to plan and adjust as found necessary.  
 Need for basic and normal courses -- special curriculum.  
 Ability grouping rather than grade placing.  
 Flexible timetabling.  
 Cross grading.  
 Definite policy needed to bring Aboriginal children to level of European-Australian children.  
 Adjust courses to level of child.  
 Awareness needed of limited conceptual development of Aboriginal pupils.  
 Emphasis on activity and practical examples.  
 Adapt syllabus to suit local needs and conditions.  
 Provision of curriculum guides and guides to levels of expectation.

(ii) Teachers and General Staffing.

Staff need to approach problems as a team.  
 Need for frequent staff discussions.  
 More than "youthful enthusiasm" needed.  
 Experienced staff needed for remedial work.  
 Fewer staff changes - overlap needed.  
 Smaller classes needed.  
 Need for greater effort to encourage, motivate and provide incentives for success.  
 More time for teachers to attend In-Service courses.  
 Teachers need to have special training.

(iii) General Aboriginal Welfare and Health.

Provision of meals at minimum cost.  
 Need for communication with parents.  
 Supervision of home environment and hostels to achieve punctuality, nutrition and sleep.  
 Special emphasis needed on health and hygiene.  
 Encourage responsibility in Aboriginal children -- use as leaders.

(iv) Materials.

Adequate display space needed.  
 Better facilities needed for adequate training in health and hygiene.



(c) Planning at Teacher Education Level.

Responses were grouped into three major areas.

(i) Courses at Teachers College in Aboriginal Education (General Suggestions)

Teachers College courses needed.

Knowledge of problems to be encountered - contact with experienced teachers.

Need for anthropological background.

Training in remedial techniques.

Specialist or option courses needed.

Practice teaching in schools with Aboriginal children.

Knowledge of mental attributes of Aboriginal children.

Need for college staff with experience in teaching Aborigines.

Training needed in group techniques, methodology appropriate for Aboriginal children.

(ii) Specifically mentioned courses.

Language study needed.

Training in educating 'deprived' children.

Supply short course in Aboriginal education for teachers appointed.

Adaptation of curriculum needed.

English as a second language.

(iii) Remedial Teaching Techniques.

This area was seen as the most essential training to acquire for teachers of Aboriginal children.

6. Mixed Aboriginal/European-Australian School:

There was a general consensus that the children who are neglected in a mixed school are the slower students -- both Aboriginal and European-Australian. Although some teachers felt that Aboriginal children were occasionally neglected in order to cater for the needs of the European-Australian children, in general, the teachers believed that the main differences in the classroom were ability levels not 'racial' distinctions. Ability grouping, unit progress and other methods of individualising syllabus were given as ways of overcoming individual differences. But often teachers cannot devote all the time required to children at either extreme of progress.

The final question in this section was: "Do you believe that, in many cases, 'Aboriginal children might just as well not be going to school at all?' Approximately 75 per cent of the teachers answered "no" to this question, except for the teachers from the Great Southern region. Only 58 per cent of them responded "no" to that question. In other words, a fairly substantial number of teachers from the Great Southern agreed that Aboriginal children might just as well not be going to school at all. In general the comments from the teachers indicated that although progress in cognitive learning might be minimal, the socialisation process resultant from school attendance made it "worthwhile".

7. Remedial Teaching:

More than 70 per cent of all teachers agreed that there was a "great need" for "concentrated remedial teaching." Those who did not agree with the need for emphasis on remedial teaching suggested in their comments that there was a greater need for 'readiness' teaching rather than 'remedial'.

The period of an Aboriginal child's schooling seen as the most critical was that of pre-school and junior primary. Upper primary and early secondary was cited by many teachers as another critical period. At this time, it was suggested, Aboriginal children became increasingly aware of their disadvantaged position and begin to question the value of education for themselves.

8. Mastery of English:

Responses indicated that except in remote districts all children spoke a form of "English" but this was deficient in most cases. This was not simply "poor English." Linguists are currently referring to this speech as "Aboriginal English" which is defined as a dialect with an English vocabulary but a structure, grammar and intonation which is influenced by and accompanied with a superceded vernacular language.

### 9. Vocational Training and Employment Opportunities:

The general consensus of teachers was that employment prospects for Aboriginal school leavers were poor. Present employment prospects (those mentioned most frequently) were as follows:

For Aboriginal boys: labourers: shire, wharf, water supply and road; station work: stockmen and general hands; gardeners and tradesmen.

For Aboriginal girls: shop assistants, domestics, nursing aides, office jobs, kindergarten helpers.

These answers highlight the need for vocational training which prepares Aboriginal children for general employment in their district. 'Project' type courses with tradesmen instruction were most often suggested. Provision of hostels in larger centres and Government action to provide employment were also seen as necessary.

There was evidence of the negative effect of lack of employment opportunities on the Aboriginal, principally in his attitude toward continuing his education. Teachers also mention the adverse effects of the situation in camps and reserves where many were able to live on welfare payments without working. Creation of employment and changing community attitudes toward employing Aborigines were seen as two essential factors necessary to reverse the present poor employment prospects for Aborigines.

### 10. Health:

Responses showed very strong evidence of poor health and nutrition and their adverse effects on education of Aborigines. The main effects seen in the classroom were frequent day dreaming, inattention, vacant expressions, short attention spans, poor concentration, apathy and restlessness. Many schools have endeavoured to overcome these problems with school health programmes involving shower facilities, milk, protein biscuits and vitamin tablets.

## IV. Opinions about Teacher Education.

### 1. Teaching of English as a Second Language:

Teaching of English as a second language was seen to be of greater importance in the Kimberley and Eastern Goldfields schools than in the Northwest and Great Southern regions. This was undoubtedly due to the greater deficiency in English reported for the Kimberley and Eastern Goldfield school children.

### 2. Educational Motivation:

Motivation was assessed as strongest in Grade 1 and weakest in Grade 7. The lack of long-term aspirations did seem to lead to a depreciation of the value of education and consequently decreasing motivation to learn.

### 3. Discipline and Behavioural Problems:

Aggressiveness and absenteeism were more frequently mentioned as behavioural problems in the Great Southern and Eastern Goldfields than in Kimberley and the North West regions. On the other hand, withdrawal and shyness were more common in the latter regions. Present living conditions, permissive child rearing, parental disinterest and peer group influences appeared to have about an equally significant bearing on behavioural problems associated with Aboriginal children and yet were areas in which the school influence was minimal.

In dealing with behavioural problems, teachers rated positive methods (praise and reward) as more successful than negative ones (detention and corporal punishment). Many teachers commented that Aboriginal children did not regard staying in class as a punishment.

### 4. Aboriginal Culture as part of Curriculum:

About 75 per cent of Kimberley and North West teachers and 50 per cent of Eastern Goldfields and Great Southern teachers felt it was desirable to teach a knowledge of Aboriginal cultures to all children (both Aboriginal and non-Aboriginal) in school. It is likely that the higher value attached to 'tribal' customs in the northern areas of the State was the reason why teachers from that area desired to teach Aboriginal culture values in school.

The majority of teachers did not think that the existing materials used in their schools had any ethnocentric bias against Aborigines. However, it was pointed out by one teacher that European-Australian books with predominantly "white" values assumed that these were good and by inference other values (including many Aboriginal values) were bad or at least not as good.

5. Special Training for Teachers of Aboriginal Children:

The majority of teachers considered special training desirable for teachers of Aboriginal children. The importance of learning remedial teaching techniques and having practical experience teaching Aboriginal children were stressed.

6. Attributes of Teachers who were considered effective with Aboriginal children:

Female teachers were considered more effective in Junior Primary grades (1 and 2) and the reverse was true of the Upper grades (6 and 7). This seems to reflect educational policy and practice more than anything else for certainly the attributes needed for effective teaching at any level would not necessarily be sex-oriented. Understanding, adaptability, fairness, patience and firmness were all rated essential for effectiveness in teaching Aboriginal children.

7. Parental contact with school:

Generally parents were informed of their child's progress once a term through their report forms. Usually the parents or guardians were informed of school activities orally through their children or by newsletters and circulars sent by the school. The main problem with the latter method of communication was that most Aboriginal parents could not read the newsletters. Another reason for minimal parental contact with schools was their indifference to education which perhaps originates from their seeing few benefits from educating their children. The teachers have had only moderate success in trying to directly involve Aboriginal parents in the school and the education of their children. Displaying children's work at school at frequent intervals met with the greatest success.

8. Motivating Aboriginal children to continue their education:

The ways suggested (in the questionnaire) to encourage Aboriginal children to continue their education were thought by the teachers to have the possibility of only moderate success. Trying to encourage them through monetary incentives, free housing or vocationally-oriented courses would not be convincing, teachers suggested, if the opportunities for employment were not made available to Aborigines.

9. Acceptance of Aboriginal in Local Community:

The responses to the question: "What present problems do you consider prevent the complete acceptance of the Aboriginal in the local community?" were divided into two main categories as follows:

(1) Behaviour seen as originating in the Aboriginal (listed in order of frequency mentioned).

- Lack of personal hygiene.
- Unreliable work habits, do not keep jobs, indolent, lazy.
- Excessive drinking.
- Anti-social behaviour, delinquency, permissiveness, immorality.
- Reliance on handouts, easier to live on welfare handouts.
- Lack of ambition - very low aspirations - apathy.
- Indifference to dress - appearance - lack of self-respect.
- Inability to manage own affairs.
- Lack of interest, ability and responsibility.
- Shyness - lack of confidence - inferiority complex.

(2) Behaviour not attributed to Aboriginal Origin:

- Prejudice - traditional non-acceptance.
- Lack of adequate housing, over-crowding, relatives and living on reserves.
- Language barriers.
- Inability to attain or achieve standard of education or literacy.
- Lack of employment opportunities and low socio-economic status.
- Health factors.
- Prefer their own kind and ways.
- Different values - education and material goods not valued.
- Lack of human understanding on the part of 'white' people.
- Those who have accepted 'white' standards are accepted.
- 'White' resentment of welfare handouts.

10. Affect of home environment on Aboriginal children's education:

Children from town houses, hostels, missions and camp reserves were rated on a number of items ranging from level of nutrition, personal hygiene, interest of parent or guardian, educationally stimulating environment, desire for self-advancement, English vocabulary, adjustment to school, occupational expectations, self esteem, cooperative attitude, respect for adults to academic achievement as measures of the interaction of family background and adaptability in school.

10. Affect of home environment on Aboriginal children's education (Contd.):  
Children living in hostels rated highest in contrast to those living on reserves who were rated lowest. Those living in town homes and on missions were ranked in between those from hostels and reserves. This would appear to follow logically from the fact that the hostel environment would be most like the school environment and the reserve one least similar to school life.

11. Leisure-type activities for Aborigines:

In most communities there are youth and church clubs, organized sports, including swimming, and libraries for children. There are also special adult education programmes and Aboriginal centres. Although these facilities exist in most centres, they are not always utilized. One major problem is the lack of transportation from camps and reserves to towns where most activities are located. This is compounded by the fact (or myth?) that Aborigines do not like to walk in the dark.

12. Affect of linguistic and cultural background on education of Aboriginal children:

Several questions were posed to ascertain the effect of language and cultural background on the educational progress of Aboriginal children. Responses from the Kimberleys and North West schools indicated that between one third and one half of the pupils of grades 1 to 7 were adversely affected by their linguistic-cultural background. This negative effect is considered either to inhibit all learning or as a major difficulty in coping with a normal education programme. The negative effect on learning is not peculiar to any one grade. It was of course shown as high in most grade ones. Another feature of the responses was the high incidence of reporting a negative effect in grade 7 and in post-primary grades. This was probably due to the higher verbal content of the syllabus and greater dependence on study reading where language deficiencies became a telling factor. It may be significant that the high adverse effect of language deficiency in grade 7 and post-primary classes matched the low level of motivation among Aboriginal children in these grades mentioned earlier. It could well be that these figures illustrate the cumulative effect of cultural-linguistic deficiencies and a continual pattern of failure. Perhaps, failure to learn is not due to lack of motivation but rather that lack of motivation is a result of failure to learn.

In North West and Kimberley regions the adverse effect of language/cultural background was reported to hinder the progress of Aboriginal children as follows:

Reading.....	approximately 80%	of children adversely affected.
Oral English.....	approximately 90%	of children adversely affected.
Written Expression	approximately 80%	of children adversely affected.
Social Studies....	approximately 80%	of children adversely affected.
Mathematics.....	approximately 75%	of children adversely affected.
Adjustment.....	approximately 75%	of children adversely affected.

Examination of tables 60 and 61 (see Appendix III) shows that a similar situation exists in both the Eastern Goldfields and Great Southern schools. This raises the question of the relative effect of each of the two components -- language on the one hand and cultural background on the other. The great majority of Aboriginal children and adults in the Great Southern region speak English and use English as the means of every day communication. The same applies to a lesser extent in the Eastern Goldfields, yet the teachers' estimates of the combined effects of language-culture are remarkably similar throughout the State. This may suggest that in the Great Southern the divergent socio-cultural background of Aboriginal pupils was as inhibiting to learning as both language and socio-cultural barriers in other areas. It may also mean that the Aborigines' socio-cultural values are a more inhibiting factor than language and what has thought to have been the effect of language has actually been largely caused by basic socio-cultural differences.

Certainly within each region there are considerable variations in the living conditions and family values of Aboriginal children. It was mentioned earlier that teachers could distinguish among children who live in town houses, missions, hostels, or in camps on the outskirts of town or in reserves. The teachers indicated that in each educational area assessed the lowest range involved children from camps and reserves where living conditions were extremely poor. However, even among the better housed families the socio-cultural 'lag' could be deleterious to Aboriginal children's progress at school. The Watts-Gallagher report (p.36) indicates that although there is a growing feeling among Aboriginal parents that education is a 'good thing' and they are making some endeavour to provide a favourable climate toward education, they are limited by their own deficient background.

How much worse then must it be for the Aboriginal child who sleeps in a discarded car body or in a hovel on a reserve.

### 13. Mental Ability of Aboriginal Children.

Several questions endeavoured to ascertain the estimated vocabulary level of Aboriginal children. Figures supplied indicated a very wide range of abilities. In a few returns while the chronological age and the estimated vocabulary age were very close the majority of teachers noted retardation. From the information supplied it is estimated that Aboriginal children in the North West, Kimberley and Eastern Goldfields areas at the 5-7 age range have their vocabulary range  $1\frac{1}{2}$  years retarded and at the age of 12 this retardation has extended to an estimated  $2\frac{1}{2}$  years. The estimates made by teachers in the Great Southern District are similar for the 5-7 year age group but at 12 years the retardation appears to be lower and Aboriginal children of upper primary and post-primary grades have a reasonably good command of every-day English.

The implication seems clear - that pre-school education for Aboriginal children is essential. The effect of home conditions on the development of vocabulary indicated that children from camps and reserves were rated lower on vocabulary than children from town houses and hostels.

### 14. Reading Material.

The survey sought teachers' opinions on the principles governing content and structure of reading materials for Aboriginal children in the 5-7 and 7-12 age groups who were beginning to read. Teachers were asked to assess the relative value of producing reading material related to:

- (a) Local Aboriginal folk lore.
- (b) European-Australian nursery rhyme or cultural heritage.
- (c) Experiential background in both cultures.
- (d) Experiential approach to the learning of reading.

Seventy percent of Kimberley and North West teachers saw value in relating reading material to Aboriginal Folk Lore for both the 5-7 and 7-12 age groups. No teachers from the Eastern Goldfields schools agreed that this would be 'most' valuable. A few saw some possible value, but most were in disagreement. Great Southern teachers appear to be evenly divided between seeing some value and in disagreeing with suggestion.

Opinions relating reading to European-Australian cultural heritage and nursery rhymes were fairly mixed - few teachers had strong opinions either way although about 50 per cent of teachers saw some possible value.

No additional comments were asked for in these areas so there was no way of knowing just why teachers were of the opinions expressed - possibly they saw value in developing an understanding of European-Australian cultural heritage as assisting in the assimilation of Aboriginal peoples. For linguistic development of the Aboriginal child some of the nursery rhymes heritage of European children, of necessity must be introduced. However, integrated with this could be the nursery rhymes based on Aboriginal children (Mary and Elizabeth Durack's collection).

Responses indicated that teachers in all parts of Western Australia were overwhelmingly in favour of reading material related to a planned experiential approach to the learning of reading and incorporating elements of both cultures. This attitude is in keeping with the recommendations of the Watts-Gallagher Report (p.129)

".....this reading material should reflect the Aboriginal culture and also the European culture to which the Aboriginal child is being introduced....."

and also,

".....recommends that a series of readers be constructed on the basis of vocabulary and structure control ? reflecting elements of both Aboriginal and European cultures."

(The reading material referred to in the two quotes above is for the use of Aboriginal children at the end of stage III of the Northern Territories reading development programme.)

Teachers were asked if there was a relationship between reading material currently available and in use, and the interests of the Aboriginal child. The majority of responses indicated only moderate or low relationship. The low interest level clearly indicates the need for the development of new material.

An indication of the availability and use of locally constructed experience readers was sought. Although 'Yes' responses were low the recent greatly increased interest in the making of experience readers (as outlined in the 1973 In-Service Education publication 'Developing the child') should result in an increase in functional reading material with high interest factors. A short course of the construction of 'On the spot reading materials' using polaroid cameras was developed in the final term of 1972 for graduating students at Graylands Teachers College, and it is highly probable that in 1973 there will be a fuller course incorporating the procedures outlined in the In-Service booklet already mentioned.

Teachers listed reading material in current use (end of 1972) as shown in descending order of frequency as follows:

Happy Venture.  
 Readers' Digest.  
 Wide Range.  
 Endeavour Series.  
 S.R.A. & W.A.R.D.S. Reading  
 Development Programmes.  
 Janet & John.  
 Cowboy Sam.  
 Young Australians.  
 Bush Books.  
 Beacon Series.  
 McKee Readers.

A wide range of reading materials was listed in addition to those shown above indicating that teachers are experimenting and diversifying their reading programmes. The following were listed:

Words in Colour  
 Locally produced material.  
 Dragon Series.  
 Epic.Prose.  
 Far and Near Readers.  
 Far West Readers.  
 Look Ahead Series.  
 Kennet Readers.  
 I.T.A.  
 Advance Series.  
 Dulch Readers.  
 Yamalji Readers.  
 Dolphin Series.  
 Ladybird Readers.  
 Schonell Readers.  
 Vanguard Series.

Responses showed that in 1972 the basic reading material in use was of European-Australian interest and cultural foundation, Happy Venture, Wide Range, Readers' Digest and Endeavour Series being the most commonly used. The fact that teachers used these readers although they have little or no cultural or interest relationship to the Aboriginal child, particularly in more remote areas, further emphasises the need for new materials that conform to the principles of vocabulary and structure control and are high in interest factor for Aboriginal children. Perhaps the Endeavour Series is seen as meeting some of these needs - perhaps also Cowboy Sam and Bush Books (when available).

There appears to be evidence that teachers in more remote districts are not aware of new reading material that becomes available as they have very limited opportunity to examine this first hand. Some scheme whereby new reading (or other) material could be introduced to teachers in their schools appears to be called for. If special advisory teachers are not considered warranted, some form of 'Travelling Box Scheme (similar to the Hadley Library boxes) may give outback teachers the opportunity to see 'what is new'. There also seems to be a need to construct (or modify) existing language development 'boxes' of the Peabody, Distar and S.R.A. type to suit the needs of Aboriginal children.

#### 15. Knowledge of Local Aboriginal Dialects.

The value to teachers of knowledge of local Aboriginal dialects was seen as of 'Some Value' by half of the teachers responding; the other half were about evenly divided between considering this to be of 'Great Value' and of 'Little Value'. The key to this pattern of response, except for remote districts, is that all children speak some form of 'English' even if it is deficient.

### 15. Knowledge of Local Aboriginal Dialects (Contd.).

Just as the amount of dialect used is known to vary considerably from place to place to place, so is the nature of the dialect, making a teacher's knowledge of one dialect viable in one place but useless in another. (The mission authorities at La Grange have an Aboriginal population speaking five different dialects.) The question arises here of where the teacher is to acquire the knowledge of Aboriginal dialect. The best place is probably in the district where it is commonly used, but if the present pattern of staff transfer continues, teachers would be becoming acquainted with the dialect as they were preparing to go elsewhere - in all probability where the acquired language skill would be either useless or not required. Watts-Gallagher recognise the desirability of education in the vernacular but also recognise the impracticability - (p.100)

".....We believe that it would be impossible to require all teachers to master an Aboriginal language."

Perhaps the answer to the conflict between acceptance of the desirability of teacher ability to give instruction in the mother tongue and the impracticability of achieving this may lie in the training of apt Aboriginal pupils as Teaching Aides for schools in their tribal or dialect region. However, they must be seen as Aides and not Teachers.

### 16. Knowledge of Aboriginal Culture.

In response to a question concerning the need for teachers to have a knowledge of Aboriginal culture, teachers indicated that there was a need for a background and an understanding of the Aboriginal culture - in general terms. Some of the problems attendant on knowledge of dialect are also applicable here. Cultural patterns no doubt vary from place to place. However, the transfer of staff is not of such importance here. Teachers may move but schools usually stay and it should be an interesting and not too difficult a task for teachers, over the years, to build up a well documented account of myths and legends and a comprehensive knowledge of the cultural heritage of the Aboriginal peoples of the district. This record, of course, should stay in the school. This approach may open up many ways of bringing the Aboriginal adult population closer to the school.

## V. General Comments on Problems Encountered in Various Subject Areas.

### 1. Spoken English.

#### Problems.

Getting the children to vocalize was a major problem in all regions. Approximately 50 per cent of teachers from each district marked this an area of difficulty. Lack of success, poor vocabulary, pronunciation difficulties and lack of incentives for the use of English outside the school were also rated as difficult areas.

Generally the responses indicated that Aboriginal children commence school with a variety of non-standard English dialects which inhibit or create great difficulties with the development of English language.

#### Remedies.

Teachers' responses indicate very clearly that visual stimuli of all kinds - particularly those related to the child's environment, are most successful in promoting speech.

Informal situations, activity approaches and the use of audio-visual aids of all kinds rank highly in listed "successful ways and means".

### 2. Written English.

#### Problems.

A limited vocabulary and poor technical and grammatical skills are major reasons given for retardation in Written English. Lack of outside experience (hence a limited idea range), also rated fairly high.

Poor spelling ability, poor home environment, poor attendance patterns and limited concentration span are also seen as negatively affecting the ability in Written English.

#### Remedies.

The problems of Written English are of course a reflection or repetition of the problems of Spoken English. The "Interests" and "Successful Ways and Means" can be summarised as follows:

## 2. Written English - Remedies (Contd.).

1. Topics to be based on experience and environment.
2. Use of slides, pictures etc., as motivation.
3. Avoid lengthy topics.
4. Re-telling actual happenings, legends etc.
5. Group production of verse or story.

## 3. Mathematics.

### Problems.

Most teachers seem to consider the "cultural environment" area to be a major limiting problem in all regions in the State. The minimal use of numbers in the vernacular and the subsequent difficulty entailed in establishing basic number facts and processes increase the difficulty of developing abstract number concepts.

### Remedies.

1. Practical concrete approach to basic number.
2. Mathematic games to consolidate processes.
3. Short periods to cover lack of concentration span.
4. Relate mathematics to practical situations involving local environment.
5. Group, and individual tuition, for early remediation.
6. "Shop" and play money for money practise.

### Concluding Remarks.

For decades social scientists have researched the problems confronting minority groups in various societies. Their studies have centred on the possible causes for unequal relationships between majority and minority groups. Whether they conclude that the causes are economic, psychological or sociological, they generally can be reduced to the basic inequality in status and power relations that pervade society. It is obvious in the Australian society that the people of Aboriginal descent are the minority group that occupy an inferior status and are most cut off from majority values and the benefits that the wider society enjoys. This position of inferiority has many ramifications for the education of Aboriginal children. Dr. Makin describes some of the effects upon Aborigines of being born into the lowest economic and prestige stratum of Australian society.....

"The Aboriginal child thus inherits an inferior 'caste' status and almost inevitably acquires negative self-esteem. He has specially limited opportunities for acquiring status; he is segregated by varying degrees from the dominant European-Australian society and, above all, as he grows older he is strongly aware that he has little social value as a human being because of his skin colour."<sup>1</sup>

What can educators do to change the existing position of Aborigines in Australian society? Educators in various societies have generally approached this kind of question from two divergent points of view. On the one hand, there have been those who have looked upon schools as agents of social and cultural change and approached the problem of inequality through the educational system. They have urged greater emphasis on compensatory education (for members of minority groups) and increased equality of access to educational opportunities. On the other hand, there are those who have been more skeptical about using schools to induce change and focus their attention on forces outside of schools where they feel the source of inequality is located. Foster, one of the adherents of the latter group, in referring to the impact of educational institutions in African countries, has stated that:

".....schools are remarkably clumsy instruments for inducing prompt large-scale changes in under-developed areas. To be sure, formal education has had immense impact in Africa but its consequences have rarely been those anticipated, and the schools have not often functioned in the manner intended by educational planners."<sup>2</sup>

<sup>1</sup>C.F. Makin, "Socio-Cultural Deprivation and the Aboriginal Child", Graylands Education News, Vol. 8, October 1973, p.1.

<sup>2</sup> Philip J. Foster, "The Vocational School Fallacy in Development Planning," in Anderson and Bowman, ed. Education and Economic Development (London: Frank Cass and Company, Ltd., 1966), p.143.



A recent study in the United States by Jencks, et.al.<sup>3</sup> that re-assessed the effects of family and schooling in determining position in the occupational hierarchy concluded that prevailing inequities are a part of society, and institutions such as schools could not erase them. It suggested that the amount of resources and energy devoted to improving the educational system of the minority groups in the United States had not resulted in decreasing the income gap between the rich and the poor. In effect, even when controlling for I.Q., amount of education and family background, there was still a disparity of income between white and black males.

Australia is facing many of the same problems that confront the United States in the last decade. However, the situation is certainly not identical and the decisions to be made have to take into account these main differences. Perhaps many of the questions that are being asked are more similar to those in developing nations. Should the curriculum be adapted to local conditions and be more relevant to Aboriginal culture and experiences or should it be geared toward the values of European-Australians? Should educators be concerned only with educating the Aboriginal children or also with teaching adult Aborigines? What should be the nature of schooling--boarding schools to remove the children from the influence of their families, day schools that cater for the children but not the adults or community schools which try to educate all members of a community?

The question is whether you can separate the Aboriginal from his role as a member of his own community, his family or even society at large. If the goal of education is to change the Aboriginal's role in society, it might have greater chances of success if not only the individual were educated for this change, but also his family, the surrounding community and society at large.

Further, not all education takes place in schools. Perhaps educators ought to be more concerned with the function of informal or out-of-school education. This is an area that still needs to be researched since little is known about training that exists outside the formal school system. How do the Aborigines learn to be gardeners or stockmen or to take up the various roles within their own community?

It has been suggested that more vocational training is needed for Aboriginal children. They tend to leave school at an early age and do not have the necessary skills to obtain jobs. To avoid this situation, teachers have indicated in their responses that vocational skills should be taught during the upper primary and secondary grades. But if this course of action were taken instead of educating the children in academic subjects, would this not be training the Aboriginal children to take up lower positions in society?

Finally, a more important question is who should make the decisions about how Aborigines should be educated? How can the educators encourage the Aborigines to become involved in the educational system and in the major decisions that will affect their future? Much could be gained by investigating the methods used by Paulo Freire and his approach to adult education. His philosophical insights demand a method of discovering the people's significant themes, and then returning the themes to the people as the basic education programme.<sup>4</sup> The need to involve the Aborigines in designing education curricula and decisions is aptly pointed out by Dr. Makin.....

"Aborigines need not necessarily merge into the wider population. But in coming to a decision about this it is what they want to do which is important. Some will undoubtedly seek their future, and that of their children, within a largely European-Australian framework and perhaps play down their Aboriginal heritage. On the other hand, particularly since many of the social and legal constraints to participation in the wider society have been removed, many may well retain a healthy pride in being Aboriginal. Some, because of discrimination in particular communities, may have little real choice. The main point, surely, is that they should be free (in this sense) to make the same choice as do other Australians. In a democratic society this must be the starting point for their education."<sup>5</sup>

<sup>3</sup> Christopher Jencks, et.al., Inequality: A Reassessment of Effects of Family and Schooling in America (New York: Basic Books, 1972), passim.

<sup>4</sup> Paulo Freire, A Revolutionary Dilemma for the Adult Educator (Ed. Stanley Grabowski, Syracuse University, 1972) passim.

<sup>5</sup> C.F. Makin, Socio-Cultural Deprivation and the Aboriginal Child, p.3.

PROFILE OF TEACHERS.TABLE I

AGE OF TEACHERS BY SCHOOL AREA.

AGE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
19 - 25 years . . . . .	45%	50%	44%	54%
26 - 30 years . . . . .	17%	14%	44%	19%
31 - 35 years . . . . .	19%	11%		9%
36 - 40 years . . . . .	8%	3%		6%
41 - 50 years . . . . .	3%	16%	11%	3%
50 + . . . . .	5%	1%		3%

TABLE 2.

SEX OF TEACHERS BY SCHOOL AREA.

SEX	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Male . . . . .	40%	32%	66%	38%
Female . . . . .	59%	69%	33%	58%

TABLE 3.

POSITION OF RESPONDENT IN SCHOOL AREA.

POSITION	SCHOOL AREA			
	Kimb.	N/W	G.F	G.Sthn.
Headmaster . . . . .	22%	14%	44%	19%
Teacher . . . . .	71%	83%	55%	77%

N.B. The percentage in all tables do not necessarily total to 100 per cent because "no answers" were excluded in the presentation of results. The total N is the same for tables which deal with the responses of teachers (N = 158). Total N was excluded from tables except in cases where it differed (e.g. number of schools), and then it was presented in the appropriate table.

TABLE 4.

TEACHING EXPERIENCE OF RESPONDENTS BY SCHOOL AREA.

YEARS OF FULL TIME TEACHING COMPLETED.	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Less than 1 year . . . . .	19%	24%	44%	6%
1 to 4 years . . . . .	13%	27%		41%
5 to 10 years . . . . .	34%	19%	44%	25%
More than 10 years . . . . .	26%	27%	11%	22%

TABLE 5.

GRADES TAUGHT BY RESPONDENTS IN 1972.

GRADE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Junior Primary (1,2,3) .	21%	26%	11%	31%
Middle Primary (4,5) . .	8%	12%		
Upper Primary (6,7) . .	2%	12%		11%
Composite . . . . .	42%	27%	77%	41%
Headmaster-Non Teaching.	22%	18%	11%	12%

APPENDIX II.

SCHOOL AND ITS SURROUNDING COMMUNITY.

TABLE 6.

LOCATION OF SCHOOLS IN EACH AREA.

Location	School Area			
	Kimb.	N/W.	G/F.	G/Sthn.
On Mission.....	*37% (7)	-	75% (3)	-
On Station.....	21% (4)	-	-	-
In Town.....	42% (8)	100% (13)	25% (1)	100% (8)
Total.....	100%	100%	100%	
N.....	19	13	4	8

Total Number of Schools Sampled = 44.

\*Figure in parenthesis refers to number of schools.

TABLE 7.

PERCENTAGE OF TEACHERS WHO RESPONDED TO QUESTIONNAIRE FROM EACH AREA.

	School Area			
	Kimb.	N/W.	G/F.	G/Sthn.
Percentage of teachers who responded to questionnaire.....	60% (92)	69% (88)	60% (15)	54% (57)
Total number of teachers who responded.....	158			
NA.....	94			
	Total N.....			252

\* ( ) = Base N for the percentage.

TABLE 8.

PERCENTAGE OF RESPONDENTS BY SCHOOL SIZE AND AREA.

School Size.	School Area			
	Kimb.	N/W.	G/F.	G/Sthn.
Small School (less than 50 pupils).....	7%	4%	11%	9%
Medium-sized School (50-200 pupils).....	50	20	88	14
Large School (201-500+ pupils)...	40	69	-	46

TABLE 9. NUMBER OF ABORIGINAL PUPILS ENROLLED, LOCATION OF SCHOOL, LOCATION OF ABORIGINAL HOUSING AND PROVISION OF HOSTELS.

School	Enrolment.		Location of School.			Location of Housing. (Percentages)			Hostels.	
	Tot- al.	Abori- ginal.	On Mission	On Station	In Town	Miss. Stat. Camp	On Reserve	In Town	Yes	No
<u>REGION: KIMBERLEY</u>										
Balgo Hills	P. 88	81	✓			100%				✓
Derby Junior High	P.285 S.163	238			✓	30	30	40	✓	
Derby Holy Rosary	P.192	192			✓				✓	
La Grange	P. 78	78	✓			100				✓
Lombardina	P. 75	74	✓			10	90		✓	
Go Go	P. 52 S. 1	52		✓			100			✓
Fitzroy Crossing	P.209	206			✓		100		✓	
Halls Creek	P.182 S. 33	164			✓		70	30	✓	
Kununurra	P.196 S. 17	64			✓	10	60	30	✓	
Broome Junior High	P.146 S. 50	61			✓		30	70		✓
Broome C.B.C.	P. 38 S. 23	81			✓	40		60		✓
Broome St.Mary's	P.179	179			✓	10	40	50		✓
Kalumburu	P. 42 S. 6	42	✓			50		50		✓
Wyndham	P.203 S. 25	87			✓					✓
Cherrabun	P. 17			✓		100				✓
Christmas Creek	P. 31	31		✓		100				✓
Camballin	P. 15 S. 6	12		✓		100				✓
Jigalong	P. 73 S. 1	73	✓			100				✓
Beagle Bay	P.104 S. 22	126	✓			100				✓

REGION: N/WEST.

School.	Enrolment.		Location of School.			Location of Housing. (Percentages)			Hostels.	
	Tot- al.	Abori- ginal.	On Mission	On Station	In Town	Miss. Stat. Camp.	On Reserve	In Town	Yes	No
Nullagine	P. 11	11			✓		75	25		✓
Onslow	P.143 S. 3	103			✓		90	10	✓	
Marble Bar	P.113 S. 1	74			✓		40	60	✓	
Carnarvon	P.570	123			✓	50		50		✓
Carnarvon East	P.318	130			✓	35	35	30		✓
Pt. Hedland	P.214	68			✓		30	70		✓
Pt. Hedland Sth.	P.303	128			✓	5	75	20		✓
Pt. Hedland St. Cecilias	P.202	68			✓			100		✓
Pt. Hedland. Pt. Cooke + Annexe	P.575	6			✓	2		98		✓
Roebourne	P.331	142			✓	10	80	10		✓
Wittenoom	P. 73 S. 4	6			✓			100		✓
Shark Bay	P. 44 S. 6	6			✓			100		✓

REGION: GOLDFIELDS.

Leonora	P.147 S. 3	82			✓	40	10	50	✓	
Cosmo Newbery	P. 12	18	✓				100			✓
Cundeelee	P. 51	42	✓			98	2			✓
Warburton	P.112	112	✓			100				✓

REGION: GREAT SOUTHERN.

School	Enrolment.		Location of School.			Location of Housing. (Percentages)			Hostels.	
	Tot- al.	Abori- ginal.	On Mission	On Station	In Town	Miss. Stat. Camp	On Reserve	In Town	Yes	No
Broomehill	P. 65	7			✓	10		90		✓
Borden	P. 51	5			✓		100			✓
Cranbrook	P.124	11			✓			100		✓
Katanning	P.651	89			✓		40	60		✓
Gnowangerup J.H.	P.258 S.118	44			✓					✓
Mt. Barker	P.569	35			✓		25	75		✓
East Narrogin.	P.298	43			✓	20	20	60		✓

TABLE 10. PROVISION OF PRE-SCHOOL FOR ABORIGINAL CHILDREN BY SCHOOL AREA.

Provision of Pre-School.	School Area			
	Kimb.	N/W.	G/F.	G/Sthn.
Pre-School Available.....	80%	77%	55%	87%
Pre-School Not Available...	19	22	44	6

TABLE 11. EDUCATIONAL PROGRAMMES FOR ABORIGINAL ADULTS BY SCHOOL AREA.

Type of Educational Programme.	School Area			
	Kimb.	N/W.	G/F.	G/Sthn.
Literacy.....	8%	- %	- %	3%
Other Courses .....	57	18	55	41
None.....	33	81	44	54

IN-SERVICE EDUCATIONAL POLICIES.

EDUCATIONAL POLICIES.

TABLE 12.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT YOU UNDERSTAND WHAT THE DEPARTMENT'S CURRENT POLICIES IN ABORIGINAL EDUCATION ARE?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes - all . . . . .	5%	8%	11%	6%
Yes - some . . . . .	49%	47%	66%	45%
No . . . . .	17%	16%		29%
Uncertain . . . . .	22%	24%	22%	19%

TABLE 13.

RESPONSES TO QUESTION: "IN YOUR SCHOOL'S POLICY ARE THERE ANY GUIDELINES TO THE STAFF CONCERNING ABORIGINAL EDUCATION?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes - comprehensive . . . . .	29%	11%	11%	9%
Yes - some . . . . .	64%	52%	33%	48%
No . . . . .	3%	32%	55%	41%

TABLE 14.

RESPONSES TO QUESTION: "DO YOU CONSIDER THAT NEW GOVERNMENT POLICIES ON ABORIGINAL EDUCATION ARE NEEDED?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	64%	59%	100%	67%
No . . . . .	3%	13%		9%
Uncertain . . . . .	26%	19%		22%

TABLE 15.

RESPONSES TO QUESTION: "DO YOU REGARD A TWO-YEAR LIMIT OF TEACHING STAFF IN A SCHOOL AS BEING DETRIMENTAL TO THE EDUCATION OF THE ABORIGINAL CHILDREN?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	43%	22%	33%	35%
No . . . . .	36%	52%	55%	48%
Uncertain . . . . .	17%	19%	11%	12%



TABLE 16.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT A MAXIMUM LIMIT SHOULD BE SET FOR SERVICE IN A PREDOMINANTLY ABORIGINAL SCHOOL?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	45%	18%	33%	25%
No . . . . .	43%	63%	66%	64%
Uncertain . . . . .	10%	13%		6%

TABLE 17.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT A MINIMUM LIMIT SHOULD BE ESTABLISHED (WITH PROVISION FOR A MOVE IN CASE OF ILLNESS OR EXCEPTIONAL CIRCUMSTANCES)?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	71%	40%	88%	41%
No . . . . .	19%	42%	11%	48%
Uncertain . . . . .	5%	8%		

CURRICULUM.

The following definitions of terms were given before respondents were asked to answer questions pertaining to curriculum policies.

The present curriculum is not prescriptive as to what teachers must teach at each level, but it is descriptive of a wide range of concepts, sequentially arranged, from which teachers are encouraged to select content appropriate for their own particular group of children.

For the purpose of this Questionnaire, the term "adapting" means "going outside the range of suggestions already in the curriculum".

TABLE 18.

RESPONSES TO QUESTION: "BEARING THESE DEFINITIONS IN MIND, DO YOU BELIEVE THAT THE PRESENT CURRICULUM IS BROAD ENOUGH TO SERVE AS AN ADEQUATE SOURCE OF LEARNING EXPERIENCE FOR THE ABORIGINAL CHILDREN IN YOUR SCHOOL?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	56%	54%	88%	67%
No . . . . .	36%	26%		19%
Uncertain . . . . .	1%	11%	11%	9%

TABLE 19.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT YOU ARE PERMITTED TO ADAPT THE STANDARD CURRICULUM?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn
Yes . . . . .	89%	88%	100%	96%
No . . . . .	8%	3%		
Uncertain . . . . .		3%		3%

TABLE 20.

DO YOU BELIEVE THAT TEACHERS NEED SPECIAL TRAINING TO BE ABLE TO ADAPT THE CURRICULUM FOR ABORIGINAL CHILDREN?

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	61%	60%	100%	61%
No . . . . .	19%	22%		29%
Uncertain . . . . .	12%	11%		6%

TABLE 21.

RESPONSES TO QUESTION: "IN YOUR EXPERIENCE, DO TEACHERS ACTUALLY DO AN ADAPTING OF THE CURRICULUM CONTENT FOR ABORIGINAL CHILDREN?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Never . . . . .	%	1%	%	12%
Occasionally . . . . .	52%	67%	22%	51%
Frequently . . . . .	42%	22%	77%	35%

TABLE 22.

RESPONSES TO QUESTION: "DO YOU FIND IT NECESSARY TO ADAPT THE CURRICULUM?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes. A lot . . . . .	45%	32%	77%	35%
Yes. A little . . . . .	42%	50%	22%	51%
No. . . . .	3%	9%		12%

TABLE 23.

RESPONSES TO QUESTION: "IN WHAT SUBJECT AREAS DO YOU MAKE MOST ADAPTATION?"

SUBJECT AREA	TOTAL NUMBER OF TIMES MENTIONED BY TEACHERS FROM ALL SCHOOLS.
Mathematics . . . . .	73
Social Studies . . . . .	57
English Language . . . . .	46
Reading . . . . .	41
Science . . . . .	25
Writing-Creative Wr. . . . .	22
Generally in all Subs. . . . .	22
Speech-Oral English . . . . .	20
Health/Hygiene/Safety. . . . .	13

TABLE 24.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT TEACHERS SHOULD ADAPT THE CURRICULUM FOR ABORIGINAL - MORE THAN THEY DO FOR EUROPEAN-AUSTRALIAN CHILDREN?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	70%	50%	100%	35%
No . . . . .	15%	27%		54%
Uncertain . . . . .	10%	14%		9%

TABLE 25.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT IT WOULD BE PRACTICABLE FOR THE EDUCATION DEPARTMENT TO PRODUCE A SPECIAL CURRICULUM FOR ALL ABORIGINAL CHILDREN - REMEMBERING THAT WE HAVE THESE PUPILS IN SITUATIONS AS WIDELY SEPARATED AND AS DIFFERENT IN EXPERIENCE AS WYNDHAM, EAST PEARTH, GNOWANGERUP AND WAREBURTON RANGE?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	36%	31%	%	16%
No . . . . .	54%	57%	77%	70%
Uncertain . . . . .	8%	8%	22%	12%

OVERLAPPING STAFF.

TABLE 26.

RESPONSES TO QUESTION: "HAVE YOU ANY COMMENTS TO MAKE ON THE PRACTICE OF OVERLAP IN ARRIVALS AND DEPARTURES OF STAFF?"

COMMENT	NUMBER OF TIME MENTIONED BY TEACHERS IN ALL SCHOOLS
Overlap highly desirable (to essential)	65
Creates more problems - is impractical. Limited accom. Married couple schools.	10
There should be <u>some</u> discussion with previous teachers.	9
Teachers departing should leave adequate records and detailed policies - school and subject.	5
Does not constitute a prob.	2
There should be an orientation period of some kind.	1

IN-SERVICE TRAINING.

TABLE 27.

RESPONSES TO QUESTION: "IF YOU HAVE ATTENDED AN IN-SERVICE COURSE FOR TEACHERS OF ABORIGINAL CHILDREN, DO YOU SHARE THE VIEW THAT IT WAS "A WASTE OF TIME?"."

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	14%	4%	11%	6%
No . . . . .	19%	9%		
Uncertain . . . . .	7%		22%	
Have not attended . . . . .	43%	54%	44%	74%

TABLE 28.

RELEVANCY OF THE 1971 IN-SERVICE BOOK FOR TEACHERS OF ABORIGINAL CHILDREN.

BOOK'S RELEVANCY	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Extremely valuable . . . . .	3%	1%	11%	3%
Most articles have rel. inf.	28%	6%	22%	6%
About 50% rel. to this sch.	10%	6%	11%	
Occasional useful inform.	15%	4%	33%	12%
No help whatever . . . . .	1%	3%		3%
No Answer - book not seen.	40%	77%	22%	74%

MIXED ABORIGINAL/EUROPEAN SCHOOL.

TABLE 29.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT TEACHERS IN MIXED SCHOOLS FIND IT NECESSARY TO NEGLECT THE ABORIGINAL CHILDREN IN ORDER TO CATER FOR THE NEEDS OF WHITE CHILDREN?"

NEGLECT AB. CHILDREN.	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn
Yes, frequently . . . . .	14%	14%	%	22%
Yes, occasionally . . . . .	21%	42%	11%	38%
No . . . . .	45%	36%	55%	35%
Uncertain . . . . .	8%	1%	11%	3%

COMMENTS ADDED TO 'YES' RESPONSES.

In the case of inexperienced teachers with mixed groups.  
 Spasmodic "attenders" are sometimes neglected in large classes.  
 Bright children demand more attention, slow children more passive.  
 Yes, if children grouped on age rather than ability.  
 Occasionally - but the same is true of brighter children in all white classes.  
 Sometimes - where aboriginal children are very retarded.  
 Some white or Aboriginal children may suffer because of very retarded children in class (European-Australian or Aboriginal).  
 Depends upon the teacher.

COMMENTS ADDED TO 'NO' RESPONSES.

Many Europeans are themselves disadvantaged itinerants in need of extra help.  
 Group techniques cater for all ability levels.  
 Many Aboriginal children are as capable as white.  
 Sometimes the reverse is true - bright Aboriginal child has to wait for whites.  
 Not if unit progress is used.  
 Homework classes reduce the gap for Aboriginal Children.  
 Extra home-work is provided for white children.  
 Brighter children (Aboriginal or European) often "set the standard".  
 No. Not applicable where individual differences are catered for.  
 No - Often the reverse applies.

TABLE 30.

RESPONSES TO QUESTION: "SOME EUROPEAN-AUSTRALIAN PARENTS BELIEVE THAT THEIR CHILDREN ARE DISADVANTAGED BECAUSE THEY HAVE TO PROCEED AT A SLOW PACE FOR THE SAKE OF THE ABORIGINAL CHILDREN. DO YOU BELIEVE THAT THIS FEAR IS JUSTIFIED?"

RESPONSES	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes, frequently . . . . .	3%	4%	%	%
Yes, occasionally . . . . .	28%	22%	66%	29%
No . . . . .	52%	62%		70%
Uncertain . . . . .	3%	6%	11%	

TABLE 31.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT, IN MANY CASES, ABORIGINAL CHILDREN MIGHT JUST AS WELL NOT BE GOING TO SCHOOL AT ALL? PLEASE ELABORATE IF ANSWER IS "YES"."

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	8%	16%	11%	35%
No . . . . .	73%	73%	77%	58%
Uncertain . . . . .	7%	4%		6%

COMMENTS ADDED TO "YES" RESPONSES:

- True of Aboriginal Children who speak little or No English.
- Applies to a minority of Aborigines with poor parent attitudes and poor attention.
- Some would be better off in a 'creative environment' where lots of practical activities available.
- Special schools needed for very retarded Aboriginal children.
- Yes, because they lack understanding of European values and mres.
- Yes, because of lack of re-inforcement of anything learned at school.
- Sometimes-Maybe. Present methods don't work. Changes needed.
- Lack of pre-school makes it almost impossible to succeed.
- Yes - Education wasted on Aboriginal children in society as it is.
- Perhaps - No employment available anyway.

COMMENTS ADDED TO "NO" RESPONSES:

- Even though formal learning appears to be minimal, many other things are being learned, e.g. confidence, cleanliness, speech.
- Statement is no more true of Aborigines than of some Europeans.
- If they attend regularly, 95% can be taught.
- The few to whom it does apply should be in 'special' schools.
- This statement is 'appalling'.
- Not a valid statement. Could only be made by someone ignorant of the facts or trying to "stir".
- Not true - if remedial teaching is taking place.

REMEDIAL TEACHING.

TABLE 32.

RESPONSES TO QUESTION: "BEARING IN MIND THAT THE TERM REMEDIAL IMPLIES A REMEDY OR TREATMENT OF EDUCATION FAILURE AT A PREVIOUS LEVEL, DO YOU AGREE THAT THERE IS A "GREAT NEED" FOR "CONCENTRATED REMEDIAL TEACHING"."

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	73%	73%	88%	70%
No . . . . .	14%	14%		12%
Uncertain . . . . .	7%	8%	11%	9%

TABLE 33.

RESPONSES TO QUESTION: "DO YOU REGARD ANY PERIOD, OR PERIODS OF AN ABORIGINAL CHILD'S SCHOOLING AS BEING MORE "CRITICAL" THAN OTHER PERIODS?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	78%	80%	88%	80%
No . . . . .	10%	8%	11%	6%
Uncertain . . . . .	10%	9%		3%

FREQUENCY MENTIONED BY TEACHERS FROM ALL SCHOOLS:

FREQ. MENTIONED.

Pre-School	69
Grade 1	46
Grade 2	29
Grade 3/4	17
Grade 5/6	
Grade 7	3
Secondary	3
Junior Primary & early years.	41
All grades critical.	4
Upper school - and when they become aware of their disadvantaged position.	22
Advent of first male teacher.	1

TABLE 34.

RESPONSES TO QUESTION: "WHAT PROCEDURES HAVE YOU FOUND TO BE SUCCESSFUL IN HASTENING THE ENGLISH LANGUAGE MASTERY OF ABORIGINAL CHILDREN?"

COMMENTS	FREQUENCY MENTIONED
<u>Responses emphasising Language Development.</u>	
Oral English discussions - constantly talking <u>with</u> children not <u>to</u> chldrn.	41
Picture stories, picture talks, using photographs of local environment and people.	25
Abundant opportunities for oral communication in active situations - games, nature walks, etc.	11
Dramatization.	8
Speech drills and activities (articulation).	6
Constant correcting of Oral English errors.	6
Verse speaking and listening to Poetry.	6
Singing.	4
Tape recorder - variety of act.	4
Films.	4
Large range of common objects for handling and discussion.	2

COMMENTS	FREQUENCY MENTIONED
<u>Single Responses.</u>	
Assemblies, Speech training by therapist in pre-school, Gradual introduction of English vocabulary, -with pictures, etc. First hand experiences with introduction of new vocabulary. Imitative rhymes, Simple Quizzes, Group discussions, Outdoor Oral, Visits to teacher's home to see interior of western homes, "Distar" language Lab., Language Development Class., Exposure to good English models, A.B.C. records, tapes.	
<u>Responses Emphasising Development of Confidence.</u>	
Informal conversations out of school and night. Small groups, closely seated in or out of school.	36
Child centred methods based on local environment - walks - excursions - own dictionaries.	15
Games approach - puppets - News - Clubs - overcome shyness.	13
Any means of increasing confidence, and overcoming shyness.	7
<u>Various single responses.</u>	
Encourage enjoyment at school Develop confidence, Use praise, Have an understanding of child, as individuals, Puppets - glove type, Encourage individual performances in oral work.	
<u>Responses emphasising development of Literacy.</u>	
Oral reading.	12
Phonics.	6
Reading Boxes, Catengoes "Words in Colour".	3
Visual patterns, Visual discrimination activities. Matching sentences.	3
Locally produced photo-story books.	2
Foster listening skills.	2
<u>Responses emphasising written activities.</u>	
Sentence structure - development & drills.	5
Written assignment - e.g. Verbs, corrections.	3
Careful corrections of all written work.	3
Patient, slow - painstaking pace.	1
Encourage letter writing.	1



COMMENTS	FREQUENCY MENTIONED
<p><u>Responses emphasising practical activities.</u></p> <p><u>Various single responses.</u></p> <p>Project Courses.</p> <p>Activities with Toys.</p> <p>Art.</p> <p>'Draw and tell' approach.</p> <p>Reading their own creative writing to others.</p>	
<p><u>Responses emphasising Aboriginal Language.</u></p> <p>Not necessary - already have command of language.</p>	3
<p>Courses for teachers in Aboriginal language.</p>	1

Answers indicate importance given to development of Spoken English and a level of confidence as a prerequisite for literacy.

TABLE 35.

RESPONSES TO QUESTION: "HAS IT BEEN YOUR EXPERIENCE THAT THE LANGUAGE DEFICIENCY IS SO GREAT THAT "OFTEN" EDUCATION MUST BE CONSIDERED TO BE EITHER A FARCE OR A SHAM?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	14%	6%	11%	9%
No . . . . .	71%	72%	88%	70%

VOCATIONAL TRAINING AND EMPLOYMENT OPPORTUNITIES.

TABLE 36.

RESPONSES TO QUESTION: "WHAT SUGGESTIONS WOULD YOU LIKE TO MAKE CONCERNING THE VOCATIONAL TRAINING OF THE BOYS AND GIRLS WHO NOW LIVE IN YOUR CENTRE?"

COMMENTS	FREQUENCY MENTIONED
<p>Need for vocational training, 'Project' type. Use visiting tradesmen (fencing, plumbing, concreting, carpentering, mechanics, saddlers, stockwork.)</p>	41
<p>Need for creation of job opportunities. Government should subsidise employment and create jobs.</p>	16
<p>More practical work in primary schools.</p>	11
<p>Trade centres needed - Tradesmen instruction.</p>	7
<p>Provide scholarships Allowances to move to bigger centres.</p>	5

COMMENTS	FREQUENCY MENTIONED
Need for vocational guidance & more information on careers open to Aboriginal children.	5
Vocation training catered for (Great Southern).	3
Provide apprenticeships.	3
Gear learning process to child's individual abilities.	2
Vocational training of little value where no jobs.	2
Don't waste money on scholarships as many would be better off in own environment.	1
Need for supervisors with high moral standards tempered with lots of understanding.	1
They need opportunities to move to centres where there is work.	1
Boys need teachers to take great interest in them during out of school hours. Extra attention can have tremendous impact on life of neglected boy.	1
Stations prefer to give own training - School education spoils Aboriginal children for station work.	1
Provide Domestic Training.	2

TABLE 37.

RESPONSES TO QUESTION: "DO YOU BELIEVE THAT THE PRESENT EMPLOYMENT SITUATION FOR ABORIGINAL SCHOOL LEAVERS HAS ANY EFFECT ON THE EDUCATION PROCESS?"

COMMENTS	FREQUENCY MENTIONED
Apathy and casual attitude develop because of low employment prospect. They see others out of work and see no hope for themselves.	28
Nothing to stimulate ambition. Why should they learn if they can only get a station job? Academic success not rewarded.	29
Older boys get restless - want to begin station work.	6
Negative peer group effects - unemployed youths.	14
Some see little connection between school and future jobs.	3
Community reluctant to employ Aborigines.	1
Aboriginal parents cautious about children working away from home.	1

COMMENTS	FREQUENCY MENTIONED
Successful students should be used as models to stimulate ambition in younger children.	1
Some return to high school because can't get job.	1
Unemployed youths have a deleterious - debilitating effect on present students. St. Paul says - "If a person doesn't work, don't feed him."	1
No effect or very little.	5
Children learn that their parents "survive" without education, or work. Live on Social Services.	5
Aboriginal children show little interest in employment.	8
Casual work causes irregular attendance - drifter.	2
Some students are interested in Vocational training which is necessary.	2

TABLE 38.

RESPONSES TO QUESTION: "WHAT SUGGESTIONS WOULD YOU LIKE TO MAKE CONCERNING THE EMPLOYMENT OF ABORIGINAL BOYS AND GIRLS FROM YOUR AREA?"

COMMENTS	FREQUENCY MENTIONED
Create job opportunities or "Labour intensive" industries.	25
Set up a government station with opportunities for mechanics, fencing, windmill work, clerical work and meat processing.	3
Community education needed to overcome negative community attitude to their employment.	5
More hostels needed in major centres where training available and for use in early years of employment.	3
Vocational training needed - wide range.	5
Vocational guidance and employment officer needed in Northern centres.	2
Investigate prospect of fruit and vegetable growing & canning.	2
Training in Animal Husbandry, meat processing.	2
Many will have to leave district (or be relocated) to get jobs.	6
Survey needed of whole aboriginal employment position in W.A.	3

COMMENTS	FREQUENCY MENTIONED
No need for formal education seen, as no industry or employment available, teachers seen as waste of government money.	1
Need for greater positive involvement of the Aboriginal people.	1
Too many handouts, pensions, allowances - reduce incentives and necessity to work.	4
Unrealistically high requirements for Nursing Aides excludes most Aboriginal girls.	1
Pay allowances to attend trade centres in other districts.	7
Pay only for quality and quantity of work done.	1
Extend project type courses - practical education.	1
Decentralise industries.	2

TEACHER EDUCATION INFORMATION.TABLE 39.

RESPONSE TO QUESTION: IN MEETING THE EDUCATIONAL NEEDS OF ABORIGINAL CHILDREN THE TRAINING OF TEACHERS IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE WOULD BE OF:

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G. Stn.
Great Value . . . . .	47%	24%	88%	6%
Some Value . . . . .	28%	40%	11%	35%
Little Value . . . . .	21%	18%		35%

Teaching of English as a second language seen of greater importance in Kimberly and Goldfields schools where worst deficiency in English is reported - see table below.

TABLE 40.

ENGLISH ABILITY LEVEL OF ABORIGINAL PUPILS BY SCHOOL.

SCHOOL	ABILITY LEVEL		
	NO ENG.	DEF. ENG.	AV. ENGLISH
<u>Kimberley.</u>	%	%	%
Derby Jun. High School.		80	20
Lombadina.		100	
Go Go.		100	
Fitzroy	12	88	
Halls Creek		90	10
Kunnanurra		20	
St. Mary's Broome		80	20
Broome Junior High		50	
Holy Rosary Derby.		75	25
Kalumburu		100	
Wyndham		10	
Cherraban	25	75	
Christmas Creek	80	20	
Camballin	10	90	
<u>North/West.</u>			
Onslow		60	
Nullagine			100
Marble Bar	5	75	20
Carnarvon		50	50
Hedland		90	10
South Hedland	5	85	10
East Carnarvon		20	80
Wittenoom			100
Shark Bay		5	95

SCHOOL	ABILITY LEVEL		
	NO ENG.	DEF. ENG.	AV. ENG.
<u>North/West.</u>	%	%	%
Roebourne		95	5
Cooke Point		50	50
<u>Goldfields.</u>			
Leonora	20	70	10
Cosmo	10	90	
Cundeelee		100	
Warburton	80	20	
<u>Great Southern.</u>			
Broomehill		100	
Borden		100	
Cranbrook			100
Kataning		100	
Gnowangerup		80	20
Mount Barker		90	10
East Narrogin		90	10

TABLE 41.

RESPONSES TO QUESTION: WHAT EFFECT DO THE LONG-TERM ASPIRATIONS OF ABORIGINAL CHILDREN, OR LACK OF THEM, HAVE ON THEIR EDUCATIONAL MOTIVATION?

RESPONSE	SCHOOL AREAS			
	Kimb.	N/W	G/F	G.Sthn.
A Strong Effect . . . . .	29%	21%	11%	19%
A Considerable Effect . . . . .	35%	21%	22%	38%
Applies to a Few . . . . .	21%	24%	22%	12%
Not noticeable . . . . .	7%	11%	44%	9%
Uncertain . . . . .	3%	8%		6%

TABLE 42.

TYPE OF BEHAVIOUR PROBLEMS FOUND AMONG ABORIGINAL CHILDREN.

TYPE		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
Aggressiveness	Frequently	12%	29%	66%	51%
	Occasionally	45%	37%	11%	32%
	Rarely	35%	13%	22%	6%

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
Truancy - Absenteeism.	Frequently	49%	45%	44%	64%
	Occasionally	15%	31%	33%	12%
	Rarely	26%	14%	11%	12%
Withdrawal - Shyness	Frequently	73%	62%	44%	38%
	Occasionally	19%	21%	33%	38%
	Rarely	1%	4%	11%	12%
Dishonesty - Theft.	Frequently	8%	6%	22%	20%
	Occasionally	54%	42%	33%	58%
	Rarely	24%	34%	33%	19%
Overt Sexual Behaviour.	Frequently	1%	3%	11%	9%
	Occasionally	19%	13%	11%	16%
	Rarely	59%	62%	77%	58%
Personal Hygiene	Frequently	26%	18%	55%	38%
	Occasionally	43%	42%	33%	29%
	Rarely	12%	19%		16%

Other Comments	Frequency Mentioned
Hunger the base of much of the trouble - Stealing food.	6
Careless handling of property and equipment.	3
Boredom - Lack of success.	4
Stubborn - sulking.	4
Over-sensitive - temperamental - easily upset.	4
Extreme segregation in dormitories leads to overt sexual behaviour among boys - congregate in toilets.	1
Children generally complacent - languid.	1
Outside conflicts, - family affairs continued at school.	2
Sniffing petrol	1
Negative behaviour when with white children.	2
Troublesome when parents absent or in goal.	5
Fighting - hitting - throwing stones.	3
Deliberately flouting authority.	2
Resentful of criticism - correction - checking.	2
React through feelings of lack of security.	2
Swearing	2

TABLE 43.

RESPONSES TO QUESTION: "TO WHAT EXTENT WOULD YOU ATTRIBUTE BEHAVIOUR PROBLEMS TO THE FOLLOWING ASPECTS OF CULTURAL BACKGROUND?"

RESPONSES		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
Permissive Child Rearing	Large Extent	38%	27%	55%	48%
	Some Extent	26%	45%	33%	25%
	Not Significant	17%	9%	11%	6%
	Uncertain	8%	6%		9%
Parental Disinterest.	Large Extent	50%	45%	22%	38%
	Some Extent	40%	27%	55%	41%
	Not Significant	3%	9%	22%	6%
	Uncertain	1%	4%		
Present Living Conditions.	Large Extent	54%	44%	66%	54%
	Some Extent	35%	22%	33%	35%
	Not Significant	5%	14%		
	Uncertain		3%		
Peer Group Influences	Large Extent	17%	36%	66%	64%
	Some Extent	54%	31%	22%	25%
	Not Significant	8%	9%		
	Uncertain	7%	6%		

Other Comments	Frequency Mentioned
Failure to cope with school work. Standards set too high for them.	2
Lack of interest in school. See no value in Education.	7
Feelings of rejection - 'No place for them' feelings.	1
Child lacks or knows no discipline until he reaches school.	1
Permissive child rearing and communal ownership of clothes etc., are a part of the aboriginals' way of life - level - much of school is foreign to Aboriginal children.	2
Disregard of material possessions and property.	4
Discrimination by Europeans.	1
Children sleepy and irritable through malnutrition.	2
Hard to generalize - Reserve natives differ from town natives.	1



Other comments.	Frequency Mentioned
Militancy - black power in High School and young adults.	2
Telling the truth not seen as a human fundamental.	1
Isolation of fencing team or station life a cause....	1
Inter-group strife. Trouble can be avoided by early detection.	1
Language lack causes trouble. Compensate for poor communication ability with aggressiveness.	2
Lack of 'parental' affection in hostels.	2
Deserted children troublesome.	2
Congenital disease - V.D. leads to unexpected behaviour.	2
Excessive drinking by Aboriginals - Alcohol.	2
The homelife of Aboriginal children is often hostile towards Education.	1
It is an economic advantage to become a WARD.	1

TABLE 44.

RESPONSES TO QUESTION: "HOW SUCCESSFUL HAVE YOU FOUND THE FOLLOWING TYPES OF BEHAVIOUR CONTROL WITH ABORIGINAL CHILDREN?"

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
Praise	Quite Successful	75%	50%	88%	61%
	Partially Successful	17%	39%	11%	29%
	Gen. Unsuccessful	7%	1%		
	Not Attempted.				
Reward	Quite Successful	63%	49%	77%	69%
	Partially Successful	26%	36%	22%	12%
	Gen. Unsuccessful	7%	3%		
	Not Attempted	1%			
Job Allocation.	Quite Successful	19%	34%	22%	22%
	Partially Successful	52%	36%	44%	41%
	Generally Unsucc.	17%	13%	33%	16%
	Not Attempted	3%	3%		9%

		SCHOOL AREA			
		Kimb.	N.W	G/F	G.Sthn.
Detention	Quite Successful	7%	8%	7%	9%
	Partially Successful	36%	11%	66%	35%
	Gen. Unsuccessful	35%	42%	33%	51%
	Not Attempted	19%	19%		3%
Withdrawal of Privilege	Quite Successful	7%	9%	44%	22%
	Partially Successful	33%	20%	3%	25%
	Generally Unsucc.	42%	37%	22%	33%
	Not Attempted	8%	10%		6%
Corporal Punishment	Quite Successful	12%	3%	11%	12%
	Partially Successful	31%	22%	44%	32%
	Generally Unsucc.	21%	29%	22%	29%
	Not Attempted	19%	26%	22%	6%

Other Comments	Frequency Mentioned
Aboriginal children respond well (or otherwise) to peer group pressures.	2
Use positive approach - personal interest - praise to lift confidence.	3
Prolonged 'punishments' harmful. Aboriginal children prefer to take what is coming and 'get it over'.	2
Some problem behaviour caused by inept, unsuitable teachers.	2
Concerning rewards - Need to be earned, material and realistic.	3
Don't praise or reward in front of group - it causes embarrassment.	1
Detention is no punishment. They like to stay in.	1
Demonstrate personal interest in them.	4
Don't treat any different to white children.	1
Keep them active - short periods - frequent changes.	1
Clear concise instructions needed.	1
Impartiality.	1
Enable them to experience success - through sport - art.	1

TABLE 45.

RESPONSES TO QUESTION: "HOW DESIRABLE IS IT TO TEACH A KNOWLEDGE OF ABORIGINAL CULTURES TO ALL CHILDREN (BOTH ABORIGINAL AND NON-ABORIGINAL) IN THE SCHOOL?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Highly desirable . . . . .	28%	37%	%	29%
Desirable . . . . .	52%	40%	55%	29%
Little value . . . . .	10%	11%	11%	29%
Undesirable . . . . .	7%		11%	

Other Comments	Frequency Mentioned
Some areas have passed out of Aboriginal culture influence. "You don't think we still care for that Dreamtime Jazz?"	1
Unnecessary. It is taught in tribal situation.	1
Teachers would have insufficient knowledge.	1
Not applicable in Southern Areas.	1

TABLE 46.

RESPONSES TO QUESTION: "ARE THERE ANY READING MATERIALS USED IN YOUR SCHOOL WHICH YOU CONSIDER HAVE SOME POSSIBLE ETHNOCENTRIC BIAS (i.e. witting or unwitting prejudice) AGAINST ABORIGINES?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	7%	4%	%	%
No . . . . .	82%	73%	100%	83%

TABLE 47.

RESPONSES TO QUESTION: "DO YOU CONSIDER SPECIAL TRAINING IS DESIRABLE FOR TEACHERS OF ABORIGINAL CHILDREN.?"

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Yes . . . . .	63%	73%	100%	48%
No . . . . .	19%	11%		25%
Uncertain . . . . .	15%	6%		12%

Answers to above given as 'Yes' have rated the following topics with regard to their importance in a Teacher Training Programme.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
REMEDIAL TEACHING TECHNIQUES	Essential	52%	57%	77%	48%
	Highly Desirable	14%	16%	22%	3%
	Of Some Value	7%	1%		
	Little Value				
KNOWLEDGE OF ABORIGINAL CUSTOMS & BELIEFS.	Essential	26%	32%	33%	3%
	Highly Desirable	24%	21%	33%	25%
	Of Some Value	21%	21%	33%	16%
	Little Value				6%
KNOWLEDGE OF ABORIGINAL CHILDREN.	Essential	40%	50%	44%	19%
	Highly Desirable	21%	21%	33%	29%
	Of Some Value	5%	4%	22%	3%
	Little Value				
EDUCATION OF CULTURALLY DEPRIVED.	Essential	31%	40%	44%	29%
	Highly Desirable	26%	24%	33%	16%
	Of Some Value	12%	9%	11%	3%
	Little Value				
ENGLISH AS A SECOND LANGUAGE	Essential	26%	18%	55%	%
	Highly Desirable	14%	21%	22%	16%
	Of Some Value	22%	24%	22%	22%
	Little Value				

TABLE 49.

RATING OF TEACHER ATTRIBUTES IN TERMS OF EFFECTIVENESS IN TEACHING ABORIGINAL CHILDREN.

		SCHOOL AREAS			
		Kimb.	N/W	G/F	G.Sthn.
UNDERSTANDING	Essential	82%	81%	88%	74%
	Valuable	12%	9%	11%	12%
	Useful	1%			3%
	Unimportant	1%			
	Negative				

		SCHOOL AREAS			
		Kimb.	N/W	G/F	G.Stm.
SYMPATHY	Essential	40%	36%	55%	35%
	Valuable	31%	32%	33%	19%
	Useful	15%	13%		25%
	Unimportant	8%	6%		3%
	Negative		1%	11%	3%
FIRMNESS	Essential	85%	67%	100%	70%
	Valuable	10%	19%		16%
	Useful	3%	3%		3%
	Unimportant		1%		
	Negative				
AIR OF AUTHORITY	Essential	22%	22%	33%	35%
	Valuable	31%	19%	33%	38%
	Useful	22%	36%	33%	16%
	Unimportant	10%	9%		
	Negative	10%	4%		
ADAPTABILITY	Essential	73%	70%	100%	64%
	Valuable	19%	16%		22%
	Useful	5%	1%		3
	Unimportant				
	Negative				
KNOWLEDGE OF CULTURE.	Essential	21%	26%	33%	9%
	Valuable	35%	31%	44%	32%
	Useful	42%	32%	22%	45%
	Unimportant	1%			3%
	Negative				
FAIRNESS	Essential	78%	73%	100%	74%
	Valuable	17%	13%		12%
	Useful	3%	3%		3%
	Unimportant		1%		
	Negative				

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
PATIENCE	Essential	91%	81%	88%	74%
	Valuable	8%	8%	11%	16%
	Useful		3		
	Negative				

Other Teaching Qualities	Frequency Mentioned
Sense of Humour.	15
Tolerance - Ability to accept another's point of view.	7
Teacher interest, dedication, Versatility, optimism and enthusiasm.	8
Justice - trust - impartiality.	3
Relaxed manner.	1
Wide general knowledge.	1
Physical stamina to withstand Kimberley climate.	1
Friendliness - ability to make contact.	5
Proficiency in sport.	1
Perseverance - persistence.	2
Ability to recognize and appreciate small gains.	1
Must not patronise.	1
Lack of prejudice.	3
Faith in the end product.	1

TABLE 50.

FREQUENCY THAT ABORIGINAL PARENTS ARE INFORMED OF THE PROGRESS OF THEIR CHILDREN.

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Frequently (weekly) . . .	10%	4%	%	%
Occasionally (once a term) . . . . .	54%	77%	66%	67%
Rarely (once a year) . .	15%	6%	33%	16%
Never . . . . .	8% (Mission informed)			

TABLE 51.

FREQUENCY THAT THE FOLLOWING METHODS ARE EMPLOYED IN COMMUNICATING WITH ABORIGINAL PARENTS (OR GUARDIANS OF ABORIGINAL CHILDREN) CONCERNING THE PROGRESS OF THEIR CHILDREN.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
LETTER	Usually	3%	4%	%	6%
	Occasionally	12%	21%	55%	22%
	Rarely	31%	26%		22%
	Never	28%	24%	44%	19%
CIRCULAR - NEWS-SHEET.	Usually	24%	18%	55%	54%
	Occasionally	14%	21%		6%
	Rarely	15%	6%		6%
	Never	24%	27%	44%	6%
ORALLY - PERSONALLY	Usually	15%	3%	11%	%
	Occasionally	47%	36%	22%	25%
	Rarely	21%	24%	66%	29%
	Never	1%	13%		19%
THROUGH CHILDREN ORALLY	Usually	21%	8%	%	22%
	Occasionally	33%	27%		22%
	Rarely	14%	22%		19%
	Never	8%	14%	100%	19%
REPORT FORM	Usually	45%	60%	44%	70%
	Occasionally	26%	31%	44%	12%
	Rarely	8%		11%	
	Never	5%			

Other Means Listed.	Frequency Mentioned.
Weekly home visits to parents (Convent Sisters).	5
Through hostel parents or Child Welfare Department Officer.	3
Parents invited to assemblies, Parents Days, Open Days, Sports and Open nights.	4
Test results and relevant information sent "home".	4
Little apparent guardian interest from mission staff. School regarded as child care centre.	1

Other Means Listed	Frequency Mentioned.
"Reports sent home" - rather farcial - can't read.	1
Awards of Merit issued School Assembly - Parents come.	1
Telephone to Hostel.	5
Show parents through school and discuss then.	1
Open Days, - but rarely attended by parents.	1

Schools appear to adapt and vary methods according to circumstances. Home-maker service is being increasingly used with effect.

TABLE 52.

METHODS USED TO INFORM ABORIGINAL PARENTS/GUARDIANS OF SCHOOL ACTIVITIES.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
LETTER	Usually	8%	13%	%	12%
	Occasionally	17%	16%		6%
	Rarely	19%	13%		25%
	Never	29%	19%	88%	32%
CIRCULAR - NEWSLETTER.	Usually	40%	60%	55%	77%
	Occasionally	10%	16%		3%
	Rarely	10%			
	Never	26%		33%	
ORALLY - PERSONALLY.	Usually	28%	%	33%	3%
	Occasionally	29%	22%	11%	25%
	Rarely	24%	27%		22%
	Never	3%	21%	55%	22%
ORALLY- THROUGH CHILDREN	Usually	26%	22%	33%	22%
	Occasionally	40%	29%	66%	38%
	Rarely	8%	21%		19%
	Never	3%	6%		3%
P & C ASSOCIATION	Usually	8%	24%	%	6%
	Occasionally	17%	22%		9%
	Rarely	15%	9%		19%
	Never	28%	14%	88%	32%



		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
LOCAL NOTICES	Usually	19%	11%	%	9%
	Occasionally	28%	22%	100%	22%
	Rarely	8%	13%		19%
	Never	21%	19%		19%

Other Means Listed	Frequency Mentioned
Most Aboriginal parents can't read written messages.	18
Open days, visits to school, sport days, picture nights.	3
Mission staff or Supt. informed - pass on to parents.	2
Through social worker - Home-maker. Child Welfare Department.	6
Location on Station & smallness of community facilitates personal cont.	2
Local newspaper.	1
Talk to parents on "Picture Nights".	1

TABLE 53.

OBSERVED REACTIONS BY PARENTS TO INFORMATION PROVIDED VIA MEDIA LISTED ABOVE.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
SUSTAINED INTEREST	Usually	3%	3%	%	%
	Sometimes	15%	19%	11%	6%
	Seldom	40%	22%	33%	29%
	Never	14%	24%	55%	38%
INTEREST	Usually	14%	11%	44%	%
	Sometimes	45%	36%	55%	35%
	Seldom	15%	22%		25%
	Never		1%		12%
INDIFFERENCE	Usually	54%	47%	55%	64%
	Sometimes	19%	19%	33%	16%
	Seldom	5%	11%		
	Never	1%	1%	11%	

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
NEGATIVE REACTION	Usually	24%	13%	55%	41%
	Sometimes	19%	26%		25%
	Seldom	15%	19%		9%
	Never	8%	8%	44%	

TABLE 54.

PROBLEMS OF COMMUNICATION.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
ILLITERACY	Usually	49%	19%	44%	22%
	Sometimes	21%	42%		54%
	Seldom	17%	11%	55%	6%
	Never	1%			
INDIFFERENCE	Usually	47%	42%		61%
	Sometimes	28%	24%	55%	29%
	Seldom	10%	3%	33%	
	Never	5%		11%	
HOSTILITY TO EUROPEAN AUSTRALIANS.	Usually	1%	%	%	12%
	Sometimes	23%	22%		22%
	Seldom	35%	29%	33%	37%
	Never	19%	11%	66%	6%
SUSPICION	Usually	3%	%	%	12%
	Sometimes	14%	22%	55%	19%
	Seldom	36%	27%	33%	32%
	Never	28%	13%	11%	6%
DISENCHANTMENT	Usually	1%	1%	%	3%
	Sometimes	8%	14%		29%
	Seldom	40%	26%	55%	19%
	Never	21%	11%	44%	9%
ABORIGINAL CULTURAL FACTORS.	Usually	3%	9%	%	3%
	Sometimes	24%	18%		19%
	Seldom	36%	16%	77%	12%
	Never	12%	9%	22%	35%

Other Problems	Frequency Mentioned
Shyness - reluctance - withdrawal.	8
Their way of life often diametrically opposed.	1
Indifference and cynical attitude of mission staff is reflected in Mission children.	1
Have never seen a coloured adult in library.	1
Feelings of inferiority.	3
White lack of desire to communicate.	3
Feelings of discrimination	1

TABLE 55.

## WAYS OF INVOLVING ABORIGINAL PARENTS IN THE SCHOOL AND EXTENT OF SUCCESS.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
Seeking parents help or advice - sport, picnics, swimming.	High	7%	11%	%	3%
	Moderate	35%	21%	22%	12%
	Low	43%	45%	77%	61%
Displays of children's work at school at frequent intervals.	High	28%	11%	11%	3%
	Moderate	45%	32%	88%	22%
	Low	12%	29%		51%
Visiting at camp or home. Seeking assistance in improving child's attendance.	High	15%	13%	%	6%
	Moderate	36%	39%	66%	29%
	Low	29%	21%	33%	38%
Making a definite point of inviting them to school functions P & C etc.	High	8%	8%	11%	3%
	Moderate	24%	18%	33%	29%
	Low	49%	44%	55%	35%
Setting aside special times for Aboriginal parents to visit school.	High	10%	1%	%	22%
	Moderate	17%	21%	22%	22%
	Low	38%	44%	77%	16%

Other Ways and Means	Frequency Mentioned
School concerts, Social functions, Open days and Nights and School days.	4
Aboriginal Adult. Ed. classes. Gets parents into the school - incidental contact & communication.	3

Other Ways and Means	Frequency Mentioned
Obtaining mission cooperation is key to success.	1
Aboriginal parents detect spurious interference & will not confide in those whose interest they consider not genuine.	1
Contacting & Speaking to Aboriginal parents singly in small groups.	2
Open air activities fairly well attended by Aborigines.	1
Teachers are now on "Native Welfare Committees".	2
White indifference discourages Aborigines.	1
Take every opportunity for informal - casual discussion.	1
Some Aborigines are aggressive if reports are bad.	1

TABLE 56.

WAYS OF ENCOURAGING ABORIGINAL CHILDREN TO CONTINUE THEIR EDUCATION AND EXTENT OF SUCCESS.

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
Teacher example, sympathy, understanding.	High	14%	19%	11%	22%
	Moderate	38%	26%	33%	32%
	Low	26%	18%	44%	22%
Payment of Allowances.	High	38%	18%	22%	16%
	Moderate	21%	27%	44%	41%
	Low	19%	13%	22%	19%
Proving to Ab. children and parents that opportunities do exist.	High	28%	22%	22%	25%
	Moderate	26%	27%	33%	32%
	Low	26%	13%	33%	19%
Provision of vocationally oriented education.	High	28%	34%	22%	22%
	Moderate	40%	19%	22%	38%
	Low	16%	4%	44%	16%
Provision of cost-free residential hostels.	High	28%	14%	22%	19%
	Moderate	28%	31%	33%	22%
	Low	21%	9%	33%	35%

TABLE 57.

AVAILABILITY OF EMPLOYMENT FOR ABORIGINES IN SCHOOL DISTRICT.

RESPONSE	SCHOOL AREA			
	Kimb.	N/W	G/F	G.Sthn.
Readily available . . . . .	3%	3%	%	3%
Available . . . . .	21%	49%		12%
Scarce . . . . .	47%	18%		41%
Very Scarce . . . . .	17%	9%	100%	25%

Comments of Employment Opportunities	Frequency Mentioned
Station hands, road work for males. Mission work very limited, - Shire work.	21
Available if wanted - Broome - but deteriorating.	2
Girls very limited opportunities, hospitals, shops, domestic.	4
Men don't seem to worry about security. They walk off jobs when the mood takes them.	2
Reserve people don't get town jobs.	1
Most don't give a damn.	1

Some comments Q. 48 and 52 and sections of 146. Employment prospects are generally poor.

TABLE 58.

RESPONSES TO QUESTION: WHAT PLANNED LEISURE-TYPE ACTIVITIES ARE AVAILABLE IN YOUR DISTRICT FOR ABORIGINAL CHILDREN?

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
ORGAN- IZED SPORT	Avail. & util. by Ab.	50%	50%	%	51%
	Avail., not utilised.	5%	18%		25%
	Not Available.	35%	18%	77%	3%
YOUTH CLUBS	Avail. & util. by Ab.	19%	31%	55%	29%
	Avail., not utilised.	14%	22%		35%
	Not Available.	50%	29%	33%	6%
CHURCH CLUBS	Avail. & Util. by Ab.	22%	36%	44%	19%
	Avail., not Utilised.	44%	26%	11%	35%
	Not Available.	23%	19%	33%	19%

		SCHOOL AREA			
		Kimb.	N/W	G/F	G. Stn.
LIBRARIES	Avail. & Util. by Ab.	21%	13%	44%	19%
	Avail., not utilised.	43%	44%		48%
	Not Available.	22%	18%	33%	9%
S W I M M I N G	Avail. & Util by Ab.	47%	52%	%	70%
	Avail., not utilised.	5%	14%		
	Not Available.	38%	14%	88%	12%
CREATIVE MUSIC	Avail. & Util. by Ab.	3%	8%	%	9%
	Avail., not utilised.	14%	4%		18%
	Not Available.	63%	68%	77%	51%

Other Comments	Frequency Mentioned
School facilities available and used after school.	3
Native Literacy classes - at school.	4
Community Centre.	2
Open air activities successful - bush walks.	2
Neglected - hard to organise - prefer to be spectators.	2
Picture shows - film night.	3
Transport a limiting factor (from Reserves).	11
Art Classes.	2

TABLE 59.

PLANNED LEISURE-TYPE ACTIVITIES AVAILABLE IN SCHOOL DISTRICT FOR ABORIGINAL ADULTS?

		SCHOOL AREA			
		Kimb.	N/W	G/F	G.Sthn.
ADULT EDUC.	Avail. & Util. by Ab.	54%	34%	100%	16%
	Avail., not utilised.	15%	11%		41%
	Not available.	12%	34%		24%
ORGAN- IZED SPORT	Avail. & Util. by Ab.	49%	44%	88%	61%
	Avail., not utilised.	8%	9%		16%
	Not available.	28%	21%	11%	6%
LIBRARIES	Avail. & Util. by Ab.	3%	6%	0%	3%
	Avail., not utilised.	47%	42%	44%	64%
	Not available.	29%	27%	55%	9%
CREATIVE (MUSIC - ART).	Avail. & Util. by Ab.	7%	18%	22%	9%
	Avail., not utilised.	12%	16%		29%
	Not available.	61%	44%	77%	41%
CHURCH CLUBS	Avail. & Util. by Ab.	14%	27%	55%	16%
	Avail., not utilised.	21%	13%	11%	45%
	Not available.	43%	34%	33%	16%
ABORIG- INAL CENTRES	Avail. & Util. by Ab.	24%	32%	55%	19%
	Avail., not utilised.	14%	0%		
	Not available.	43%	39%	44%	54%

**TABLE 60.** Degree to which Aboriginal child's lack of English language background creates difficulties in coping with the normal education programme.

The total Aboriginal child population of schools participating in the survey was 1841, however, not all teachers completed this question. Responses involved a total of 1048 children.

The tables below show responses to the question on a District and State basis.

**KIMBERLEY GRADES AND NUMBERS OF CHILDREN.**

CATEGORY	1	2	3	4	5	6	7	MIXED	P/P	TOT
Inhibits pract. all lrning.	32	3	1	30	2		31	63	1	163
Is a major difficulty.	71	19	4	10	17	31	15	57	81	315
Some retardation	44	11	15	92	21		32	65	127	407
Is not a problem.	35	17	11	22	23		13	26	16	163
Totals.	182	50	31	154	63	31	91	211	225	1048

**NORTH WEST GRADES AND NUMBER OF CHILDREN.**

CATEGORY	1	2	3	4	5	6	7	MIXED	P/P	TOT.
Inhibits pract. all lrning.	4	2	3	4	5		1			19
Is a major problem	11	14	3	18	28	3	7			84
Some retardation	14	10	28	7	22	7	32			120
Is not a problem	2	13	12	32	14	14	7			94
Aboriginal population of TOT. schools replying 865. No. of children included in responses to this question, 317.	31	39	46	61	69	24	47			317

**GOLDFIELDS. GRADES AND NUMBER OF CHILDREN.**

CATEGORY	1	2	3	4	5	6	7	MIXED	P/P	TOT.
Inhibits pract. all lrning.	11	3		4			32	42		92
Is a major problem.	18	14		4			5	18		59
Some retardation	10	9		2			4			25
Is not a problem.	12									12
Ab. population of schools TOT. replying = 254. No. children included in responses to this question = 188	51	26		10			41	60		188



GREAT SOUTHERN.

GRADES AND NUMBER OF CHILDREN.

CATEGORY	1	2	3	4	5	6	7	MIXED	P/P	TOT.
Inhibits pract. all larning.	7	4	3	2	1	1	1		5	24
Is a major problem.	6	1	3		3				16	29
Some retardation.	2	9	4		2	4	2		11	34
Is not a problem	3	14	1			1	8		12	39
Aboriginal pop. of schools TOT. replying = 234. No. of children included in responses to this question = 126.	18	28	11	2	6	6	11		44	126

STATE

GRADES AND NUMBER OF CHILDREN.

CATEGORY	1	2	3	4	5	6	7	MIXED	P/P	TOT.
Inhibits pract. all larning.	54	12	7	40	8	1	65	105	6	298
Is a major problem.	106	48	10	35	48	34	27	75	110	493
Some retardation.	70	39	47	103	45	11	70	65	138	588
Is not a problem.	52	44	24	45	46	15	28	37	28	319
Ab.pop. of schools TOT. replying = 3194. No. of children included in responses to this question = 1698.	282	143	95	223	147	61	190	282	282	1698

BLE 61. NUMBER AND PERCENT OF CHILDREN IN EACH CATEGORY PER DISTRICT/STATE.

N = 1048 N = 317 N = 188 N = 126 N = 1698

	KIMB.		N/W		G/F		G/S		ST	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Inhibits pract. all learning.	163	16%	19	6%	92	49	24	19	298	18
Is a major difficulty	315	30%	84	26	59	31	29	24	493	29
Some retardation	407	39	120	38	25	13	34	27	588	35
Not a problem	163	16	94	30	12	6	39	30	319	19

(N.B. Goldfields statistics - based on 1 town school and 3 missions are probably not significant statistically, however the lack of English background is seen as resulting in over 80% of these Aboriginal children being very adversely affected. Children from the schools concerned have had little continuous contact with white settlements and are mainly 'bush natives').

**TABLE 62.** Rating of negative effect of language/cultural background on Aboriginal children in the following subject areas.  
( 5 = major effect, - 1 = low effect.)

			Kimb.	N/W	G/F	G/Stn.
READING	Low	1	1	4		12
		2	15	4	22	6
		3	15	14	11	16
		4	28	21	22	19
	High	5	26	29	33	25
ORAL ENGLISH	Low	1		1		6
		2	3	6	22	19
		3	15	16		3
		4	26	21	33	25
	High	5	42	29	33	25
WRITTEN EXPRESSION	Low	1	1	6	11	9
		2	7	8	22	6
		3	15	21	11	16
		4	26	19	11	16
	High	5	36	21	33	29
SOCIAL STUDIES	Low	1	1	4	11	
		2	10	13	11	9
		3	29	31	22	22
		4	28	13	33	29
	High	5	17	11	11	19
MATHEMATICS	Low	1	7	6		
		2	17	11	11	12
		3	28	11	22	12
		4	17	21	22	25
	High	5	19	21	22	29
ADJUSTMENT TO SCHOOL	Low	1	5	9		3
		2	19	3		12
		3	26	29	44	29
		4	22	31	33	22
		5	12	1	11	12

**TABLE 63. RESPONSES TO STATEMENT:**

"Reading material for Aboriginal children in the 5-7 age group would be of most value if related to local Aboriginal folk lore."

	Kimb.	N/W	G/F	G/Sthn.
Agree	38	31		3
Possible Value	35	26	11	35
Not Practical	7	18	33	3
Disagree	8	6	55	32

**TABLE 64. RESPONSES TO STATEMENT:**

"Reading material for Aboriginal children in the 5-7 age group would be of most value if related to nursery rhyme heritage of European-Australian children."

	Kimb.	N/W	G/F	G/Sthn.
Agree	7	6		
Possible Value	42	26	11	45
Not Practical	17	31	11	6
Disagree	24	18	77	25

**TABLE 65. RESPONSES TO STATEMENT:**

"Reading material for Aboriginal children in the 5-7 age group would be of most value if related to experiential background having elements of both cultures."

	Kimb.	N/W	G/F	G/Sthn.
Agree	66	68	22	54
Possible Value	24	14	77	22
Disagree				

**TABLE 66. RESPONSES TO STATEMENT:**

"Reading material for Aboriginal children in the 5-7 age group would be of most value if related to an experiential approach to the learning of reading."

	Kimb.	N/W	G/F	G/Sthn.
Agree	71	65	100	70
Disagree	7	3		3

**TABLE 67. RESPONSES TO STATEMENT:**

"Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to Aboriginal folk lore."

	Kimb.	N/W	G/F	G/Sthn.
Agree	14	26		
Possible Value	56	34	11	45
Not Practical	12	9	22	12
Disagree	5	8	55	16

TABLE 68. RESPONSES TO STATEMENT:

"Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to stories emphasizing the cultural heritage of European-Australian children."

	Kimb.	N/W	G/F	G/Sthn.
Agree	12	3		
Possible Value	54	40	11	45
Not Practical	14	19	11	6
Disagree	8	16	66	22

TABLE 69. RESPONSES TO STATEMENT:

"Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to the mixed culture experiences of children."

	Kimb.	N/W	G/F	G/Sthn.
Agree	61	60	44	54
Possible Value	29	21	55	16
Disagree				3

TABLE 70. RESPONSES TO STATEMENT:

"Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to a planned experiential approach to the learning of reading."

	Kimb.	N/W	G/F	G/Sthn.
Agree	75	60	100	70
Disagree	7	6		3

TABLE 71. RESPONSES TO QUESTION:

"How well does reading material generally available and in use relate to the child's present interests?"

	Kimb.	N/W	G/F	G/Sthn.
High	8	13		16
Medium	56	42	44	58
Low	29	27	55	9

TABLE 72. RESPONSES TO QUESTION:

"Are locally-produced and locally-oriented reading materials available and in use?"

	Kimb.	N/W	G/F	G/Sthn.
Yes	15	18	33	22
No	77	67	66	51

TABLE 73. RESPONSES TO QUESTION:

Are copies of locally-produced materials available for research purposes?"

	Kimb.	N/W	G/F	G/Sthn.
Yes	12	13	22	19
No	71	59	77	45

TABLE 74. In meeting the educational need of Aboriginal children teachers having knowledge of local Aboriginal dialects would find this of -

	Kimb.	N/W	G/F	G/Sthn.
Great Value	15	18		3
Some Value	45	40	88	19
Little Value	29	24	11	41

TABLE 75. What knowledge of Aboriginal culture would a teacher require for successful teaching of Aboriginal children?

	Kimb.	N/W	G/F	G/Sthn.
Specialized	8	6		9
General	66	57	88	29
Some	14	19	11	35
Little	5	3		3

TABLE 76. The language most commonly used by the Aboriginal children in my class in the playground is:

	Kimb.	N/W	G/F	G/Sthn.
English	47	52	11	80
Dialect	8	3	22	
Mixture of Both	33	26	66	3

TABLE 77.    APPENDIX V.    GENERAL COMMENTS ON PROBLEMS ENCOUNTERED IN VARIOUS SUBJECT AREAS.

<u>CURRICULUM AREAS OF GREATEST SUCCESS.</u>	<u>Frequency</u>
Art - Craft.	59
Oral participation (Relative progress - Nil to Current).	29
Music - Singing.	22
Reading once it is mastered. Keen to know about many things.	16
Social Studies - must have int. factors - people, places, customs.	21
Natural Science - Nature	16
Physical Education. Sport.	29
Writing letters.	4
Literature - they love stories.	7
Drama - Mime.	8
Handwriting.	4
Hygiene, health 1st Aid - Mothercraft.	3
Math - lower grades.	4
Driver Education.	1
Animal Care.	1
<u>REASONS FOR SUCCESS (IN LISTED AREAS).</u>	
<u>Elem. Science.</u> Have amazing powers of observation and understanding of Nature.	15
<u>Art/Craft</u> - Have natural colour sense - and sensible proportions. Natural aptitude. Good hand-eye coord. Love art as a means of self-expression. Can see immed. results.	34
They like subjects which have practical bias and related to needs.	9
"Success" gained in regions where the opportunity is provided. Success builds success.	6
They like subjects where success raises their esteem in the eyes of their peer group - where they can't fail and feel embarrassed.	14
They like subjects where they can use natural ability and where there is less discipline or need for exactness.	19
They like areas of curric. where environ. background does not disadvantage them.	26
Money - and practical maths. These make sense in town schools.	2
Physical Educ. Have natural aptitude.	19

TABLE 78.    CURRICULUM AREAS OF LEAST SUCCESS.

<u>Mathematics</u> - abstract concepts meaningless, - number foreign to their way of life. Some tribal groups have number names only to 4.	41
<u>English</u> - Language barrier, shyness, English is a school language - local dialects and slang used. Poor Aural and other disabilities.	27
<u>Reading</u> - phonics, spelling. No home re-inforcement - cultural deprivation.	26

TABLE 78. CURRICULUM AREAS OF LEAST SUCCESS (CONTD.) Frequency

<u>Physical Science</u> is abstract - meaningless.	7
<u>Social Studies</u> - where topic is irrelevant and children cannot identify.	14
<u>Oral English</u> - Speech.	7
<u>All Skill Subjects.</u>	7
<u>Creative Writing.</u>	7
<u>Singing - Music.</u>	2
<u>Spelling</u> - See also Reading.	4
<u>REASONS FOR LACK OF SUCCESS.</u>	
Skill subjects require constant concentration.	14
Maths - abstract concepts meaningless.	15
Weak in subjects not related to cultural background.	7
Language background - shyness - Lack of Motivation.	16
Absenteeism.	6
No interest in "future" oriented subjects.	7
Limited experience and background.	1
Conditioned to failure.	2
Poor home and housing condition.	4
Lack of home interest or follow up	2
Poor span of concentration in skills.	2

\* \* \* \* \*

COMMENTS ON METHODS AND MATERIALS.

They like work which is regarded as leisure and doesn't require much critical thinking, is related to their environment and experiences and which provides satisfaction. "Work" such as this leads to interest and success.

Audio Visual Aids (films, slides, tapes, pictures, etc.) are rated very highly on the success side. A large selection of "software" to be used with the technical aids is essential. Most of this could be made or selected with the children's cultural/environmental background in view.

Grouping of students in ability/social groups for various sections of the syllabus is desirable.

Individual instruction by use of duplicated sheets, teacher-produced work cards, programmed material (S.R.A. WARDS, Endeavour, EPIC, Maths, Science, Social Studies) is suitable for the extension of knowledge by the child once he/she has successfully mastered the basic processes.

It appears that in the three "remote" regions teachers consider the following points to be of some importance.

1. Specially selected and trained teachers.
2. Need for incentive and encouragement.
3. Short periods of instruction; variety.
4. Child involvement in school/class.
5. Hygiene to be stressed.
6. Unison work to encourage vocalisation, especially in the formative grades.

1. Pre-School.  
All Aboriginal children (and mothers) need Pre-School education.  
N.B. Need for Pre-School heavily emphasised elsewhere.
2. Teachers.
  - (a) Specially trained - high allowances and encouraged to go and stay in remote areas.
  - (b) Services of remedial teachers needed at regular intervals. Duration of stay dependent on need.
  - (c) Conscious effort needed by teachers to build Aboriginal children's self-respect.
  - (d) Specially selected teachers needed - experienced teacher for Junior Primary.
  - (e) New graduates should not be sent to predominantly Aboriginal schools.
  - (f) Teachers not succeeding should be able to transfer away.
  - (g) Teachers should be free to channel individual children according to child's interests.
3. Curriculum.
  - (a) Separate curriculum needed. Aborigines have different needs and background.
  - (b) Formal learning limited by language deficiency.
  - (c) 'Project' type course of value - also Upper Primary.
  - (d) Hygiene should be accorded equal status as English.
  - (e) All Aboriginal education needs reviewing. Policies are formed by people with little experience among Aboriginal children.
  - (f) Most important part in Aboriginal education is to build up Aboriginal children socially - must develop self-esteem and see themselves as people.
  - (g) Aborigines need continual re-motivating - encouraging.
4. Other Comments.
  - (a) Dormitory system inhibits learning. Brighter child forced by group pressures to conform to mediocrity.
  - (b) Avoid situations which cause embarrassment.
  - (c) Not sufficient policy makers experienced with Aborigines. Why should there be a separate curriculum when there is not supposed to be DISCRIMINATION.
  - (d) Aborigines want integration - not assimilation.
  - (e) Tremendous need to separate children from obnoxious influences at an early age.
  - (f) Keep record of Teachers' success etc. and pass on.
  - (g) Classes are too large - 15 is the maximum.
  - (h) There is lack of understanding at Departmental level.
  - (i) Less theorising but more finance needed.
  - (j) Teachers need to realise Aborigines' reluctance to participate without material reward.
  - (k) Poor home background and hygiene are the greatest limiting factors.
  - (l) Positive programmes needed for Adult Aborigines.
  - (m) Regular attendance is essential.



EDUCATION DEPARTMENT

QUESTIONNAIRE ON ABORIGINAL EDUCATION

This Questionnaire has been compiled in order to involve the teachers who are currently teaching Aboriginal children in an evaluation of a report (next page) and to draw on the experiences and opinions of these teachers in designing solutions to the problems which still remain.

In particular, we wish to gather information which will help in the planning of -

- (a) an In-Service Course for teachers of Aboriginal children, to be held in February, 1973; and
- (b) a course in Aboriginal Studies to be introduced at Graylands Teachers' College in 1973.

Because the questions have been compiled by two different sections of the Department (for the purposes mentioned above) there may appear to be some overlap in the content of questions. Most instances of repetition have, however, been eliminated.

Some questions may seem to be best answered by a headmaster rather than a teacher, or vice versa. In general it will facilitate processing, however, if all respondents complete all items for which they have information or on which they are able to express an opinion.

The completion of this Questionnaire is optional, but it is hoped that it will stimulate a great deal of thought and discussion among teachers. It may well form the basis of a Staff Meeting or a series of meetings. We hope to receive the benefit of these discussions in a substantial return of forms.

Please collect the forms from the staff and return them, by AIRMAIL if appropriate, by 31st October to -

Supt. B.J. Wright,  
Education Department,  
Parliament Place,  
WEST PERTH W.A. 6005

B.J. Wright,  
DISTRICT SUPERINTENDENT,  
KIMBERLEY AND NORTH-WEST.

C. Makin,  
PRINCIPAL,  
GRAYLANDS TEACHERS' COLLEGE

## EDUCATION DEPARTMENT

### QUESTIONNAIRE ON ABORIGINAL EDUCATION

#### INTRODUCTION

During 1970-71 the Aboriginal Studies Group of the School of Medicine, University of Western Australia, undertook a survey which was designed -

- "1. to obtain a general picture of the medical status, public health needs, community life and special problems of aboriginal communities in Western Australia, and
2. to seek communities which would be suitable for longitudinal medical, epidemiological, social and genetic studies."

Members of this group visited schools and talked with children and their teachers. The section of their Report containing their views on the education of Aboriginal children is reproduced below. As you will see, they believe that there are many serious deficiencies in the provision of education for Aboriginal children.

The Education Department doubts the validity of many of the assertions made in the report, and questions the competence of this group to make judgements about the quality of Aboriginal education following a survey of this kind. Nevertheless, we wish to appraise the validity of the criticisms and identify areas in which action or further investigation is needed.

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Extract from:

"SUMMARY REPORT OF THE ABORIGINAL STUDIES GROUP, SCHOOL OF MEDICINE, UNIVERSITY OF WESTERN AUSTRALIA. (pages 7 - 9)

#### Education.

Education is a key issue upon which the ultimate welfare and acceptance of aboriginal people into the wider community will depend. Clearly defined new policies are a matter of urgency because there is inevitably a time lag between the beginning of a reform in education and its effect in the adult community. We felt that this was a matter which could not be divorced from health issues. We made a special effort in each place visited to obtain some assessment of the education of aboriginal children, by visiting the school and talking with the children and their teachers. With the exception of the schools at Beagle Bay, Wiluna and Karalundi Missions, all schools were provided by and under control of the Education Department. Appendix Table 3 shows some of the statistics we obtained.

With no exception, the teachers in the purely aboriginal schools were young and devoted to the task of educating aboriginal children. Except in Mission schools, teachers stay for only two years. In that time they manage to adapt the standard curriculum and to begin to feel they are getting somewhere with their pupils. Then Education Department

policy insists that they leave. New teachers have to begin the same process all over again. Some kind of overlap of staff is usually planned, but this does not always take place. Occasionally an in-service training course for teachers of aboriginal children has been held but they have been generally considered by the teachers we spoke to as a waste of time. There seems to be total lack of planning with regard to aboriginal education. This applies even to the most favourable circumstance where the whole school lives in one place and is entirely aboriginal.

In the towns where there are mixed schools the plight of aboriginal students is even worse. By and large the students live on the reserve. They begin their schooling with a large cultural deficit and therefore start considerably behind their white peers. As the years go on they learn a little, it is true, but in a relative sense their position worsens and the gap between them and their white peers increases. Faced with such problems and the general difficulties of teaching in country schools many teachers concentrate on the white children in the hope of achieving some success at least with them. In the process they have no time at all to devote to the aboriginal children, who might just as well, in many cases, not be going to school at all.

There is a great need for concentrated remedial teaching at the critical periods of a child's schooling. The most important is at the pre-school level. This has been recognised by a number of the public health sisters in the north and they spend at least an hour with the children doing simple pre-school work as part of their public health visits. This they are convinced is the most important aspect of their work in these communities. Most missions provide pre-school training, which in some places is very good. The provision of pre-school education is entirely arbitrary and dependent on the enthusiasm and goodwill of people outside the Education Department. In some schools the first year is spent in pre-school training. This is better than letting them sink or swim but it still leaves a gap which ultimately has to be made up. Considering how much can be achieved by simple means, by providing manipulative skills, by the handling of writing materials, paper and crayons, blocks and the like, not to mention the beginning of the use of English, it is ridiculous that nothing is done formally about such pre-school training. It now often takes much of a child's primary school education just to teach him sufficient English so that he can learn at all in the classroom. In such cases the provision of education to aboriginal children must be considered to be either a farce or a sham.

For those children that go on, similar problems apply. Again, what is needed is not just the formal provision of vocational training, apprenticeship to a trade, nursing-aid training and the like, but the creation of real opportunities for as many students as possible to make use of their talents and capabilities in these forms of training. This requires open-ended preliminary course work which will bring the student, in whatever time is necessary, up to the required pre-requisite standard, before he attempts a course of training. In this way aboriginal students could have a fair attempt at the course, and the amount of wastage at this level of education be reduced."

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PART I - PERSONAL INFORMATION

You are not required to include your name, but the name of your school is requested as each community has its own unique problems which it will be valuable for us to take into account.

Please place a cross in the appropriate box where applicable.

NAME .....

(Optional)

SCHOOL .....

---

1. Age:

- |               |                          |   |
|---------------|--------------------------|---|
| 19 - 25 years | <input type="checkbox"/> | 1 |
| 26 - 30 years | <input type="checkbox"/> | 2 |
| 31 - 35 years | <input type="checkbox"/> | 3 |
| 36 - 40 years | <input type="checkbox"/> | 4 |
| 41 - 50 years | <input type="checkbox"/> | 5 |
| 50 +          | <input type="checkbox"/> | 6 |
- 

2. Sex:

- |        |                          |   |
|--------|--------------------------|---|
| Male   | <input type="checkbox"/> | 1 |
| Female | <input type="checkbox"/> | 2 |
- 

3. Position in School:

- |            |                          |   |
|------------|--------------------------|---|
| Headmaster | <input type="checkbox"/> | 1 |
| Teacher    | <input type="checkbox"/> | 2 |
- 

4. How Many Years of Full-time Teaching have You Completed?

- |                    |                          |   |
|--------------------|--------------------------|---|
| Less Than One Year | <input type="checkbox"/> | 1 |
| 1 - 2 years        | <input type="checkbox"/> | 2 |
| 3 - 4 years        | <input type="checkbox"/> | 3 |
| 5 - 6 years        | <input type="checkbox"/> | 4 |
| 7 - 10 years       | <input type="checkbox"/> | 5 |
| More Than 10 years | <input type="checkbox"/> | 6 |
-

5. What Grade(s) are You Teaching in 1972? (Please Cross One Box Only).

Grade I	<input type="checkbox"/>	1
Grade II	<input type="checkbox"/>	2
Grade III	<input type="checkbox"/>	3
Grade IV	<input type="checkbox"/>	4
Grade V	<input type="checkbox"/>	5
Grade VI	<input type="checkbox"/>	6
Grade VII	<input type="checkbox"/>	7
Composite	<input type="checkbox"/>	8
Non-teaching Headmaster	<input type="checkbox"/>	9

If Composite, Please Indicate Which Grades:

.....  
.....

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PART II - THE COMMUNITY

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6. The School is Located:

- |              |                          |   |
|--------------|--------------------------|---|
| On a Mission | <input type="checkbox"/> | 1 |
| On a Station | <input type="checkbox"/> | 2 |
| In a Town    | <input type="checkbox"/> | 3 |

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7. The General Location of the School is:

- |                |                          |   |
|----------------|--------------------------|---|
| Kimberley      | <input type="checkbox"/> | 1 |
| North-west     | <input type="checkbox"/> | 2 |
| Midlands       | <input type="checkbox"/> | 3 |
| Goldfields     | <input type="checkbox"/> | 4 |
| Great Southern | <input type="checkbox"/> | 5 |
| South-west     | <input type="checkbox"/> | 6 |

---

8. The Total Enrolment in the School is:

- |                  |                          |   |
|------------------|--------------------------|---|
| Up to 50 pupils  | <input type="checkbox"/> | 1 |
| 50 - 100 pupils  | <input type="checkbox"/> | 2 |
| 100 - 200 pupils | <input type="checkbox"/> | 3 |
| 200 - 300 pupils | <input type="checkbox"/> | 4 |
| 300 - 400 pupils | <input type="checkbox"/> | 5 |
| 400 - 500 pupils | <input type="checkbox"/> | 6 |
| Over 500 pupils  | <input type="checkbox"/> | 7 |

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9. The Number of Aborigines Enrolled at the  
School is .....

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10. Is Pre-school Education for Aboriginal Children Available?

Yes

 1

No

 2

Comments:

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11. Is There an Educational Programme Available for Adult Aborigines in:

Literacy

 1

Other Courses

 2

Comments:

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12. In This Community, Housing For Aborigines is Located Approximately as Follows:

In The Town

..... percent

At a Reserve

..... percent

Other

..... percent

---

13. Is There a Hostel for Aboriginal Children?

Yes

 1

No

 2

Policy

"Clearly defined new policies are a matter of urgency - ."

14. Do you believe that you understand what the Department's current policies in Aboriginal education are?

- Yes - all  1
- Yes - some  2
- No  3
- Uncertain  4

15. In your school's policy are there any guidelines to the staff concerning Aboriginal education?

- Yes - comprehensive  1
- Yes - some  2
- No  3

16. What steps are taken in your school to ensure that all teachers are aware of the school's policies concerning Aboriginal education? Please describe briefly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. Do you consider that new Government policies on Aboriginal education are needed?

- Yes  1
- No  2
- Uncertain  3

Period of Appointment

"Except in Mission schools, teachers stay only two years."

18. Do you regard a two-year limit in a school as being detrimental to the education of the Aboriginal children?

- Yes  1
- No  2
- Uncertain  3



19. Do you believe that a maximum limit should be set for service in a predominantly Aboriginal school?

Yes

1

No

2

Uncertain

3

20. If so, what do you believe this limit should be -

(i) for a Headmaster? \_\_\_\_\_ years

(ii) for an assistant? \_\_\_\_\_ years

21. Do you believe that a minimum limit should be established (with provision for a move in case of illness or exceptional circumstances)?

Yes

1

No

2

Uncertain

3

22. If so, what do you think that minimum limit should be -

(i) for a Headmaster? \_\_\_\_\_ years

(ii) for an Assistant? \_\_\_\_\_ years

### Curriculum

"In that time they manage to adapt the standard curriculum and to begin to feel they are getting somewhere with their pupils".

23. The present curriculum is not prescriptive as to what teachers must teach at each level, but it is descriptive of a wide range of concepts, sequentially arranged, from which teachers are encouraged to select content appropriate for their own particular group of children.

For the purpose of this Questionnaire, the term "adapting" means "going outside the range of suggestions already in the curriculum".

Bearing this in mind, do you believe that the present curriculum is broad enough to serve as an adequate source of learning experiences for the Aboriginal children in your school?

Yes

1

No

2

Uncertain

3

24. Do you believe that you are permitted to "adapt the standard curriculum?"

Yes

1

No

2

Uncertain

3

25. Do you believe that teachers need special training to be able to adapt the curriculum for Aboriginal children?

- |           |                          |   |
|-----------|--------------------------|---|
| Yes       | <input type="checkbox"/> | 1 |
| No        | <input type="checkbox"/> | 2 |
| Uncertain | <input type="checkbox"/> | 3 |

26. In your experience, do teachers actually do any adapting of the curriculum content for Aboriginal children?

- |              |                          |   |
|--------------|--------------------------|---|
| Never        | <input type="checkbox"/> | 1 |
| Occasionally | <input type="checkbox"/> | 2 |
| Frequently   | <input type="checkbox"/> | 3 |

27. Do you find it necessary to adapt the curriculum?  
(Please state grade )

- |                |                          |   |
|----------------|--------------------------|---|
| Yes. A lot.    | <input type="checkbox"/> | 1 |
| Yes. A little. | <input type="checkbox"/> | 2 |
| No             | <input type="checkbox"/> | 3 |

28. In what subject areas do you make most adaptation?

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29. Do you believe that teachers should adapt the curriculum more than they do for European-Australian children?

- |           |                          |   |
|-----------|--------------------------|---|
| Yes       | <input type="checkbox"/> | 1 |
| No        | <input type="checkbox"/> | 2 |
| Uncertain | <input type="checkbox"/> | 3 |

30. Do you believe that it would be practicable for the Education Department to produce a special curriculum for all Aboriginal children - remembering that we have these pupils in situations as widely separated and as different in experience as Wyndham, East Perth, Gnowangerup and Warburton Range?

- |           |                          |   |
|-----------|--------------------------|---|
| Yes       | <input type="checkbox"/> | 1 |
| No        | <input type="checkbox"/> | 2 |
| Uncertain | <input type="checkbox"/> | 3 |

31. If so, please give some details.

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32. If there are secondary Aboriginal students in your school, approximately what number are in the following categories in English? (Headmasters only)

	Year I	Year II	Year III
(i) Advanced Level	_____	_____	_____
(ii) Intermediate Level	_____	_____	_____
(iii) Basic Level	_____	_____	_____
(iv) Cannot manage Basic Level, but not eligible for Project Courses.	_____	_____	_____
(v) Cannot manage Basic Level, but Project Courses not available in this school.	_____	_____	_____
(vi) Doing Project Courses	_____	_____	_____
Total Aboriginal secondary students.	=====	=====	=====

33. If you have Project Courses in your school, what are your comments on their effectiveness in achieving communication between the teacher and the students as a basis for elementary formal education. (Headmasters and Project teachers only).

Excellent	<input type="checkbox"/>	1
Very good	<input type="checkbox"/>	2
Average	<input type="checkbox"/>	3
Not very effective	<input type="checkbox"/>	4
Of no use	<input type="checkbox"/>	5
Uncertain of effectiveness	<input type="checkbox"/>	6

34. If you have Project Courses in your school, what are your comments on their effectiveness in achieving vocational skills. (Headmasters and Project teachers only).

- |                            |                          |   |
|----------------------------|--------------------------|---|
| Excellent                  | <input type="checkbox"/> | 1 |
| Very good                  | <input type="checkbox"/> | 2 |
| Average                    | <input type="checkbox"/> | 3 |
| Not very effective         | <input type="checkbox"/> | 4 |
| Of no use                  | <input type="checkbox"/> | 5 |
| Uncertain of effectiveness | <input type="checkbox"/> | 6 |

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35. Are there any further comments that you wish to make about Projects?

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Overlap of Staff

"Some kind of overlap of staff is usually planned, but this does not always take place".

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36. Have you any comments to make on the practice of overlap in arrivals and departures of staff?

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In-Service Training

"Occasionally an In-Service Training Course for teachers of Aboriginal children has been held but they have been generally considered by teachers we spoke to as a waste of time".

---

37. If you have attended an In-Service Course for teachers of Aboriginal children, do you share the view that it was "a waste of time?".

- |                   |                          |   |
|-------------------|--------------------------|---|
| Yes               | <input type="checkbox"/> | 1 |
| No                | <input type="checkbox"/> | 2 |
| Uncertain         | <input type="checkbox"/> | 3 |
| Have not attended | <input type="checkbox"/> | 4 |

38. List the features of the course which you believe were not relevant.

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39. List the features of the course which you believe were particularly relevant.

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40. List features which you believe should be added to future courses.

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We want an indication of the relevance of the 1971 In-Service book for Teachers of Aboriginal Children.

41. Please tick to indicate your view of its relevance in your situation.

Extremely valuable

 1

Most articles have relevant information

 2

About 50% relevant to this school

 3

Occasional useful information

 4

No help whatsoever

 5

42. (a) Which article(s) did you find most helpful?

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42. (b) Which article(s) did you find have no relevance at all in your situation?

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(c) Suggest the kind of information you would like to see included in future In-Service books.

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Planning

"There seems to be a total lack of planning with regard to Aboriginal education."

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43. Are there any comments you would like to make concerning planning for Aboriginal education -

(a) At the Education Department level?

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(b) At the school level?

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---

(c) At the Teacher Education level?

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Mixed Aboriginal/European School

"In the towns where there are mixed schools the plight of Aboriginal students is even worse - many teachers concentrate on the white children in the hope of achieving some success at least with them."

44. Do you believe that teachers in mixed schools find it necessary to neglect the Aboriginal children in order to cater for the needs of white children?

Yes, frequently

 1

Yes, occasionally

 2

No

 3

Uncertain

 4

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Please elaborate if you wish

45. Some European-Australian parents believe that their children are disadvantaged because they have to proceed at a slow pace for the sake of the Aboriginal children. Do you believe that this fear is justified?

Yes, frequently

 1

Yes, occasionally

 2

No

 3

Uncertain

 4

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Please elaborate if you wish

46. Do you believe that, in many cases, "Aboriginal children might just as well not be going to school at all?". Please elaborate if answer is "Yes".

Yes

 1

No

 2

Uncertain

 3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Remedial Teaching

"There is a great need for concentrated remedial teaching at the critical periods of a child's schooling."

47. Bearing in mind that the term "remedial" implies a remedy or treatment for educational failure at a previous level, do you agree that there is a "great need" for "concentrated remedial teaching?"

Yes

1

No

2

Uncertain

3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Please elaborate

48. Do you regard any period, or periods of an Aboriginal child's schooling as being more "critical" than other periods?

Yes

1

No

2

Uncertain

3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Please elaborate

Mastery of English

"It now often takes much of a child's primary school education just to teach him sufficient English so that he can learn at all in the classroom".

49. Approximately what % of the Aboriginal children in your school start school with --

No English \_\_\_\_\_%

Deficient English \_\_\_\_\_%

English skill equivalent  
to average Australian  
children \_\_\_\_\_%

50. What procedures have you found to be successful in hastening the English language mastery of Aboriginal children?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



51. Has it been your experience that the language deficiency is so great that "often" education "must be considered to be either a farce or a sham?"

Yes

1

No

2

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Please elaborate

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Vocational Training and Employment Opportunities

"Again, what is needed is not just the formal provision of vocational training, apprenticeship to a trade, nursing-aide training and the like, but the creation of real opportunities for as many students as possible to make use of their talents and capabilities in these forms of training".

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52. Please give a brief description of the present employment prospects of Aboriginal boys and girls who leave your school.

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53. What suggestions would you like to make concerning the vocational training of the boys and girls who now live in your centre?

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54. Do you believe that the present employment situation for Aboriginal school leavers has any effect on the educational process? Give details.

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55. What suggestions would you like to make concerning the employment of Aboriginal boys and girls from your area?

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56. Health

Has any evidence come to your attention to suggest that the nutrition level or the general health of the Aboriginal children may hinder their progress in school? Please give details.

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PART IV - TEACHER EDUCATION INFORMATION

57. In meeting the educational needs of Aboriginal children the training of teachers in the teaching of English as a second language would be of:

Great value

1

Some value

2

Little value

3

58- Please assess educational motivation (keenness to succeed  
64 in school subjects) at each of the different grade levels as indicated?

	58	59	60	61	62	63	64	
Grade:	I	II	III	IV	V	VI	VII	Strong
1								1
2								2
3								3
4								4
5								5
								Weak

65. What effect do the long-term aspirations of Aboriginal children, or lack of them, have on their educational motivation?

A strong effect

1

A considerable effect

2

Applies to a few

3

Not noticeable

4

Uncertain

5

66- Behaviour problems among Aboriginal children are found as  
72. follows:

Frequently      Occasionally      Rarely  
1                              2                              3

- 66. Aggressiveness
- 67. Truancy-absenteeism
- 68. Withdrawal-shyness
- 69. Dishonesty-theft
- 70. Overt sexual behaviour
- 71. Personal hygiene
- 72. Other, Please list

	1	2	3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

73- To what extent would you attribute behaviour problems  
 77. to the following aspects of cultural background?

A large extent 1      Some extent 2      Not Significant 3      Uncertain 4

	1	2	3	4
73. Permissive child-rearing				
74. Parental disinterest				
75. Present living conditions				
76. Peer group influences				

77. Other, Please list

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

78- How successful have you found the following types of  
 84. behaviour control with Aboriginal children?

Quite successful 1      Partially successful 2      Generally unsuccessful 3      Not attempted 4

	1	2	3	4
78. Praise				
79. Reward				
80. Job allocation				
81. Detention				
82. Withdrawal of privilege				
83. Corporal punishment				

84. Other, Please list

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

85. How desirable is it to teach a knowledge of Aboriginal cultures to all children (both Aboriginal and non-Aboriginal) in the school?

Highly desirable

Desirable

Little value

Undesirable

<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4

86. Are there any reading materials used in your school which you consider have some possible ethnocentric bias (i.e. witting or unwitting prejudice against Aborigines)?

Yes

1

No

2

If answer to 86 above is "Yes" - please specify.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

87. Do you consider special training is desirable for teachers of Aboriginal children?

Yes

1

No

2

Uncertain

3

88 - If answer to 87 above is "Yes", indicate your rating of the following topics with regard to their importance in a training programme.

Essential      Highly      Of some      Little  
1                  desirable      value      value  
                         2                  3                  4

- 88. Remedial teaching techniques :
- 89. Knowledge of Aboriginal customs and beliefs
- 90. Knowledge of Aboriginal children
- 91. Education of the culturally deprived
- 92. English as a second language
- 93. Other. Please elaborate

	Essential 1	Highly desirable 2	Of some value 3	Little value 4
88. Remedial teaching techniques :				
89. Knowledge of Aboriginal customs and beliefs				
90. Knowledge of Aboriginal children				
91. Education of the culturally deprived				
92. English as a second language				
93. Other. Please elaborate				

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

94 - Indicate for each level of the primary school whether you consider male or female teachers more effective with Aboriginal children. Assume that children in each grade are the normal age.

	Male 1	Female 2
94. Grade I		
95. Grade II		
96. Grade III		
97. Grade IV		

	Male 1	Female 2
98. Grade V		
99. Grade VI		
100. Grade VII		

101- Please rate the following teacher attributes in terms  
109. of effectiveness in teaching Aboriginal children.

	Essential 1	Valuable 2	Useful 3	Unimportant 4	Negative 5
101. Understanding					
102. Sympathy					
103. Firmness					
104. Air of Authority					
105. Adaptability					
106. Knowledge of culture					
107. Fairness					
108. Patience					

109. Other qualities list

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

110. How frequently are Aboriginal parents informed of the progress of their children?

- Frequently (weekly)  1
- Occasionally (once a term)  2
- Rarely (once a year)  3
- Never  4

111- How frequently are the following methods employed in communicating  
116. with Aboriginal parents (or guardians of Aboriginal children) concerning the progress of their children?

	Usually 1	Occasionally 2	Rarely 3	Never 4
111. Letter				
112. Circular/News-sheet				
113. Orally/Personally				
114. Orally through children				
115. Report form				

116. Other means. Explain

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

117- How are Aboriginal parents/guardians informed of  
 123. school activities?

	Usually 1	Occasionally 2	Rarely 3	Never 4
117. Letter				
118. Circular/News-sheet				
119. Orally/Personally				
120. Orally through children				
121. P. & C.				
122. Local notices				
123. Other means. Explain				

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124- What are the reactions observable by parents to  
 128. information provided via media listed above?

	Usually 1	Sometimes 2	Seldom 3	Never 4
124. Sustained interest				
125. Interest				
126. Indifference				
127. Negative reaction				
128. Other reaction. Please explain				

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129- Where there are problems of communication they are  
 135. associated with -

	Usually 1	Sometimes 2	Seldom 3	Never 4
129. Illiteracy				
130. Indifference				
131. Hostility to European-Australians				
132. Suspicion				
133. Disenchantment				
134. "Aboriginal-Cultural" factors				
135. Other, Please list				

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136- Some ways of involving Aboriginal parents in  
 140. the school and education of their children are listed. Please indicate how successful each procedure is, or would be, in your district?

	Degree of Success		
	High 1	Moderate 2	Low 3
136. Seeking parents help or advice - sport, picnics, swimming			
137. Displays of children's work at school at frequent intervals			
138. Visiting at camp or home. Seeking assistance in improving child's attendance			
139. Making a definite point of <u>inviting</u> them to school functions, P. & C. etc.			
140. Setting aside special times for Aboriginal parents to visit school			

Other ways and means:

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141- Some ways of encouraging Aboriginal children to  
 145. continue their education beyond compulsory level are listed.

	Degree of Success		
	High 1	Moderate 2	Low 3
141. Teacher example, sympathy, understanding			
142. Payment of allowances			
143. Proving to Aboriginal child and parents that opportunities do exist			
144. Provision of vocationally oriented education			
145. Provision of cost-free residential hostels			

Other ways and means:

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146. What present problems do you consider prevent the complete acceptance of the Aboriginal in the local community?

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147- 194. Rate children from town houses, hostels, missions and camp reserves on a five point scale as indicated below. 5 = highest, most favourable. 1 = lowest, least favourable.

		Low Rating				High Rating
		1	2	3	4	5
Level of Nutrition	147. Town					
	148. Hostel					
	149. Mission					
	150. Reserve					
Personal Hygiene	151. Town					
	152. Hostel					
	153. Mission					
	154. Reserve					
Interest and Attention of Parent/Guardian	155. Town					
	156. Hostel					
	157. Mission					
	158. Reserve					
Educationally, stimulating, environment	159. Town					
	160. Hostel					
	161. Mission					
	162. Reserve					
Desire for Self Advancement	163. Town					
	164. Hostel					
	165. Mission					
	166. Reserve					
English Vocabulary	167. Town					
	168. Hostel					
	169. Mission					
	170. Reserve					
Adjustment to School	171. Town					
	172. Hostel					
	173. Mission					
	174. Reserve					
Occupational expectation	175. Town					
	176. Hostel					
	177. Mission					
	178. Reserve					

147- (Cont.)  
194.

Low Rating High Rating  
1 2 3 4 5

Self Esteem	179. Town					
	180. Hostel					
	181. Mission					
	182. Reserve					
Co-operative Attitude	183. Town					
	184. Hostel					
	185. Mission					
	186. Reserve					
Respect for Adults	187. Town					
	188. Hostel					
	189. Mission					
	190. Reserve					
Academic Achievement	191. Town					
	192. Hostel					
	193. Mission					
	194. Reserve					

195. Is employment, offering some security and satisfaction, available for Aborigines in your district?

- Readily available  1
- Available  2
- Scarce  3
- Very scarce  4

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196- 202. What planned leisure-type activities are available in your district for Aboriginal children?

	Available & Utilized by Aborigines 1	Available, not Utilized 2	Not Available 3
196. Organized Sport			
197. Youth Clubs			
198. Church Clubs			
199. Libraries			
200. Swimming			
201. Creative (Music, Art)			
202. Others - list			

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203- What planned leisure-type activities are available  
 209. in your district for Aboriginal adults?

	Available & Utilized by Aborigines 1	Available, not Utilized 2	Not Available 3
203. Adult Education			
204. Organized Sport			
205. Libraries			
206. Creative (Music, Art)			
207. Church Clubs			
208. Aboriginal Centres			
209. Others. Please list			

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

210. To what degree in your class does the Aboriginal child's lack of English language background create difficulties in coping with the normal education programme?

	<u>No. of Children</u>
Inhibits practically all learning	_____
Is a major difficulty	_____
Some retardation	_____
Not a problem	_____
Above do not apply (comment below)	_____
Total Aboriginal children	=====

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

211- Give rating of negative effect of language/cultural background  
 216. in Aboriginal children in the following subject areas.  
 5 = major effect, 1 = low effect.

	1	2	3	4	5
211. Reading					
212. Oral English					
213. Written Expression					
214. Social Studies					
215. Mathematics					
216. Adjustment to School					

\_\_\_\_\_

217. What is the average chronological age of the Aboriginal children in your class?

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218. What is your estimate of the average vocabulary age of these children?

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219. Reading material for Aboriginal children in the 5-7 age group would be of most value if related to local Aboriginal folk lore.

Agree	<input type="checkbox"/>	1
Possible value	<input type="checkbox"/>	2
Not practical	<input type="checkbox"/>	3
Disagree	<input type="checkbox"/>	4

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220. Reading material for Aboriginal children in the 5-7 age group would be of most value if related to nursery rhyme heritage of European-Australian children.

Agree	<input type="checkbox"/>	1
Possible value	<input type="checkbox"/>	2
Would have no meaning	<input type="checkbox"/>	3
Disagree	<input type="checkbox"/>	4

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221. Reading material for Aboriginal children in the 5-7 age group would be of most value if related to experiential background having elements of both cultures.

Agree	<input type="checkbox"/>	1
Possible value	<input type="checkbox"/>	2
Disagree	<input type="checkbox"/>	3

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222. Reading material for Aboriginal children in the 5-7 age group would be of most value if related to an experiential approach to the learning of reading.

Agree	<input type="checkbox"/>	1
Disagree	<input type="checkbox"/>	2

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223. Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to Aboriginal folk lore.

Agree	<input type="checkbox"/>	1
Possible value	<input type="checkbox"/>	2
Not practical	<input type="checkbox"/>	3
Disagree	<input type="checkbox"/>	4

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224. Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to stories emphasizing the cultural heritage of European-Australian children.

Agree	<input type="checkbox"/>	1
Possible value	<input type="checkbox"/>	2
Would have no meaning	<input type="checkbox"/>	3
Disagree	<input type="checkbox"/>	4

225. Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to the mixed culture experiences of children.

Agree	<input type="checkbox"/>	1
Possible value	<input type="checkbox"/>	2
Disagree	<input type="checkbox"/>	3

226. Reading material for Aboriginal children in 7-12 age group who are beginning to read would be of most value if related to a planned experiential approach to the learning of reading.

Agree	<input type="checkbox"/>	1
Disagree	<input type="checkbox"/>	2

227. How well does reading material generally available and in use relate to the child's present interests?

High	<input type="checkbox"/>	1
Medium	<input type="checkbox"/>	2
Low	<input type="checkbox"/>	3

228. Are locally-produced and locally-oriented reading materials available and in use?

Yes	<input type="checkbox"/>	1
No	<input type="checkbox"/>	2

229. Are copies of locally-produced materials available for research purposes?

Yes	<input type="checkbox"/>	1
No	<input type="checkbox"/>	2

230. List basic reading materials currently in use:-

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231. In meeting the educational needs of Aboriginal children teachers having a knowledge of local Aboriginal dialects would find this of

- |              |                          |   |
|--------------|--------------------------|---|
| Great value  | <input type="checkbox"/> | 1 |
| Some value   | <input type="checkbox"/> | 2 |
| Little value | <input type="checkbox"/> | 3 |

232. What knowledge of Aboriginal culture would a teacher require for successful teaching of Aboriginal children?

- |             |                          |   |
|-------------|--------------------------|---|
| Specialized | <input type="checkbox"/> | 1 |
| General     | <input type="checkbox"/> | 2 |
| Some        | <input type="checkbox"/> | 3 |
| Little      | <input type="checkbox"/> | 4 |

233. The language most commonly used by the Aboriginal children in my class in the playground is:

- |                 |                          |   |
|-----------------|--------------------------|---|
| English         | <input type="checkbox"/> | 1 |
| Dialect         | <input type="checkbox"/> | 2 |
| Mixture of Both | <input type="checkbox"/> | 3 |

COMMENTS ON SUBJECT AREAS

Please list problems, interests and successful ways and means in the subjects listed below.

234. Spoken English

Problems: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interests: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Successful ideas, projects, etc.

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235. Written English

Problems:

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Interests:

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Successful ideas, projects, etc.

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236. Mathematics

Problems:

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Interests:

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Successful ideas, projects, etc.

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237. Any Other Curriculum Areas

Problems:

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Interests:

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Successful, ideas, projects, etc.

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238. Curriculum Areas of Greatest Success

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Why do you think this is so?

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239. Curriculum Areas of Least Success

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